

# Grade 1 - Course Overviews by Subject

## Term 1

### General Studies

#### **Language Arts**

- Identifying initial/final consonant sounds and short vowel “a” in daily spelling, reading and writing
- Using sounds taught to help with personal writing
- Developing a sight vocabulary
- Developing reading skills by using phonetic strategies, sight words and picture clues
- Reading familiar texts (personal writing, labels, chart poems, morning message)
- Printing practice including holding pencil correctly & proper formation of both upper- & lower-case letters
- Learning to self-select books based on the “5 finger rule”
- Listening attentively

#### **Social Studies**

The Grade One theme of “*Connecting and Belonging*” is integrated daily with our Language Arts program. We are exploring the theme of friendship (getting along, sharing, including & helping each other) and being thankful for everything we have (clothing, food, family, friends, peace)

#### **Science**

Our unit on “*Daily and Seasonal Changes*” is integrated with Language Arts and Math. We are observing our environment and recording changes that can occur within it (temperature and weather). We are also learning about cycles (days of the week, months of the year, seasons, day and night) and sequencing events that occur in each cycle

#### **Math**

- Identifying, extending and naming repeating patterns
- Rote counting forward by 1s, 2s, 5s and 10s
- Recognizing & showing numbers in different arrangements (e.g. dot cards, ten frames, tally marks, groups)
- Problem solving using pictures, numbers and words

## Judaic Studies

Grade One follows the Tal Am Judaic Curriculum. This program is a comprehensive curriculum including Hebrew Language Acquisition (Ariot and Shalom Kitah Aleph) and as well as Holidays and Parshat Ha-Shavuah (weekly Torah portion).

### ***HLA***

**READING:** We use an eclectic approach to teach reading in order to accommodate as many learning styles as possible. We encourage the students to develop both phonetic and sight word skills. This term the following skills have been introduced: letter recognition and corresponding sounds with the focus on the letters Aleph, Bet / Vet Shin, Gimmel, Dalet, Hey, Vav, and Zain: and vowels understanding the directionality of the Hebrew language: right to left, top to bottom.

**WRITING:** Students are developing their printing skills and focusing on correct letter formation in their workbooks. **LANGUAGE/VOCABULARY:** The following sight vocabulary has been introduced: days of the week, name of the month, weather words, classmates' names.

**ORAL SKILLS:** During our daily routines and activities the students are developing their skills to understand Hebrew directions and instructions. Children apply their acquired Hebrew language during daily Sicha.

### ***Judaic Social Studies***

**HOLIDAY, LAWS AND CUSTOMS:** We completed a unit on holidays in Tishrei: Rosh Hashanah, Yom Kippur, Sukkot and Simchat Torah. The students expanded their holiday vocabulary and were expected to identify words both in speech and text. Traditions and customs were discussed for each holiday. Through these holiday experiences the children feel a connection to the Jewish community and "Am Israel". Students in Grade One participated in the Simchat Torah assembly and with song, movement and dance. JK – Grade 6 students, staff and family guests participated in Hakafot.

## Courses taught by Specialists

### **Art**

Grade 1: The following units/projects were approached in Term 1

Self Portrait, Rosh Hashana Art, Still Life Drawings, Fall Canvas, Lines/Leaves, Poppies for Remembrance Day: Torn Paper , Art Test: Colour, Shape and Line, Dear Edwina Art: Stationery design, and Famous Artists Game

### **Physical Education**

This term students learned about safe behaviour, rules and positive social interaction in Phys. Ed. class. An appreciation for personal fitness was emphasized by establishing a routine of warm up exercises such as running laps, and a variety of strength and resistance activities. Motor skills focused upon include movement, spatial awareness and sending/receiving. These skills were reinforced through low organized games such as tag and throwing games.

### **Music**

In grades 1-3 the focus of the program is on developing each student's vocal skills, sense of rhythm, spatial awareness through movement, solfege skills, and musical understanding.

*Musical understanding:* Students are challenged to recognize pitch and listening for when it modulates up and down. Students are asked to mirror pitch with their vocals, and sometimes xylophones.

*Sense of Rhythm:* Students are introduced to the difference between beat and rhythm and given opportunities to create original rhythms which other students attempt to mimic.

*Solfege:* All grade levels have demonstrated their ability to identify notes using the "solfege ladder". They are also developing their musical understanding of how notes correlated with solfege and the hand symbols used with it.

*Spatial Awareness and Movement:* Grade 1s demonstrate their spatial awareness and ability to listen for different tones of voice/timbre through very specific games such as "Doggy, Doggy, Where is your Bone?"

## ***French***

This term in Early Start French, we began with a back-to-school theme establishing a routine with greetings, calendar and weather. Students became familiar with two back-to-school songs and two chants featuring the weekdays and the months. In October students reviewed colours through a familiar chant and learned the names of various fruits and vegetables and how to state their likes and dislikes using affirmative and negative sentences. During this month, the concept of the seasons was brought forward with a focus on autumn. In November, we are focusing on a family theme with the verb avoir (to have) in affirmative and negative sentences and the expression il y a (there is/are).

## ***STEAM***

In our STEAM Room, Grade 1 and 2 students have been involved in thoughtful, goal-oriented play. In their exploratory play, they have been given the opportunity to experiment with, and explore the attributes of new materials. They have been solving challenging problems by combining the materials in unique ways. The students have played with open-ended materials, (loose parts), such as Duplo, blocks and Lego, gears, pipes, magnets, cardboard and Plasticine. We have investigated and discovered, explored cause and effect, and learned to create our own theories through hands-on experiences.