



MINISTRY
OF
EDUCATION, YOUTH & INFORMATION
Every Child Can Learn, Every Child Must Learn

NATIONAL STANDARDS CURRICULUM

GRADE 1

INTEGRATED STUDIES | LANGUAGE ARTS | MATHEMATICS



NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 1

INTEGRATED STUDIES | LANGUAGE ARTS | MATHEMATICS

ACKNOWLEDGEMENT

Our connection with each other is unquestionable and so at the end of this arduous yet rewarding journey, the Ministry of Education, Youth and Information gratefully acknowledges the contributions of the following individuals and institutions who generously gave of their time and resources in the planning and development of the National Standards Curriculum (NSC):

- Mrs. Sharon Neil- former DCEO, Curriculum and Support Services, who provided leadership to the process during her tenure
- Mrs. Lena Buckle Scott- DCEO, Curriculum and Support Services, who provided leadership to the process
- Dr. Mary Campbell- former ACEO, Core Curriculum Unit, who started the process
- Mr. Derrick Hall- former ACEO (Acting), Core Curriculum Unit, who continued it
- Dr. Clover- Hamilton Flowers- ACEO, Core Curriculum Unit, who completed the task
- Dr. Lorna Thompson who led the development of the Integrated Studies and Mathematics Window
- Mrs. Novelette McLean Francis, Mrs. Fiona Morris Webb, Mrs. Christa Ferguson Rainford, Mrs. Taina Marsh Harris, Mrs. Michelle Kerr and Mrs. Olivette Lue-Nicholson who led the development of the Language Window
- Current and former Education Officers of the Core Curriculum Unit who participated in the writing of the curriculum and gave oversight to the development process
- Principals/ school administrators, lecturers, teachers and other resources persons who participated in the writing process
- Principals and staff of the 40 pilot schools who facilitated the two years of curriculum piloting in their schools
- Regional Directors and Territorial Education Officers who contributed to the development and implementation of the curriculum
- The team of Mathematics and Literacy coaches and specialists led by Dr. Tamika Benjamin and Dr. Andre Hill respectively who participated in the writing and review of the documents

- **Consultants:**
 - Ms. Lila Oliver, Ms. Mary SurrIDGE, Mr. Brian Male and Ms. Wendy Pemberton for their guidance in the development and design of the curriculum
 - Dr. Sherril Gardner and Mrs. Herma Meade Thompson for guidance in the area of integration at Grades 1-3
 - Dr. Nancy George and Mrs. Diane Browne for work on the evaluation of the draft curriculum documents
 - The team of local reviewers
 - The team of international reviewers led by Professor Jari Lavonen, Dr. Kaisa Hahl and Dr. Mary Jean Gallagher

- Miss Jean Hastings, former Director of the Education System Transformation Programme, who during her tenure in the post facilitated the processes of the Curriculum Units
- Mrs. Winnie Berry and Mrs. Sophia Forbes Hall, former Senior Functional Educational Officers of the Core Curriculum Unit who provided administrative and technical leadership to the development process.
- Mrs. Michelle Kerr, Senior Functional Education Officer (Acting) and Mrs. Coleen Clarke Russell, Functional Education Officer who provided administrative leadership to the production process.
- The members of the Curriculum Secretariat, the administrator and secretaries in the Core Curriculum Unit who provided administrative support during the development and implementation of the curriculum.
- The team of curriculum editors led by Mrs. Taina Williams and Dr. Donna Powell Wilson
- Mrs. Leonie Rhule, Curriculum formatter
- The various stakeholder groups, who provided valuable information on societal needs in relation to the curriculum
- All others whose names do not appear, but who contributed to the production of the NSC

TABLE OF CONTENTS

Title Page	ii
Acknowledgements.....	iii
Table of Contents	v
Messages.....	vi
NSC Glossary of Terms.....	xii
INTEGRATED STUDIES	14
Philosophical Statement	15
Overview.....	17
TERM1	
UNIT1	31
UNIT2	47
TERM2	
UNIT1	69
UNIT2.....	90
TERM3	
UNIT1	100
UNIT2.....	110
THE LANGUAGE ARTS WINDOW	116
Philosophical Statement	117
Guidelines.....	119
Scope and Sequence.....	121

TERM1

UNIT1 129
UNIT2 149

TERM2

UNIT1 171
UNIT2 191

TERM3

UNIT1&2 213

MATHEMATICS 241

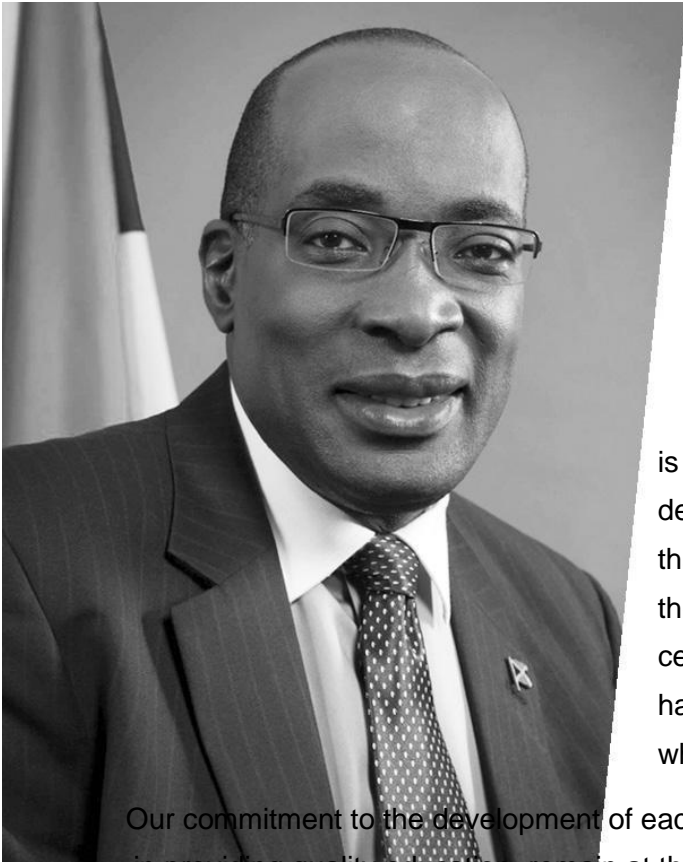
Introduction 244
The Structure and Development of the Standards 245

Grade 1

Scope and Sequence 244
 Process Stands 253
Illustrative Activities 257

International Benchmarking 264
Grade 1 Mathematics Content Standard - Number 265
Grade 1 Mathematics Content Standard - Measurement 286
Grade 1 Mathematics Content Standard - Geometry 296
Grade 1 Mathematics Content Standard - Algebra 299
Grade 1 Mathematics Content Standard – Statistics and Probability 303

APPENDICES	308
Stem & The NSC.....	309
NSC – The 5Es.....	315
Attainment Targets.....	322
Lesson Plans.....	326
Integrated Studies.....	327
Language Arts.....	336
Mathematics.....	340
Teaching Mathematics: Ideas & Activities.....	353
12 Most important things you can do to be a teacher of Mathematics.....	384
Sequencing of teaching and learning activities in the Mathematics Classroom.....	391
Mathematical Thinking.....	395



Education has always been pivotal to societal and economic development. It is for this reason that Jamaica remains unshaken and hopeful of a realized vision to be “the place of choice to live, work, raise families and do business.” The assurance of the possibility of all that such a vision entails comes from the recognition that Jamaica is endowed with tremendous God-given talent and creative potential and as a people of strong faith in spiritual principles and resilience; we are able to harness our capabilities, to make significant influence on the world. It is through this new National Standards Curriculum (NSC) that we hope to propel this vision of the education system whilst becoming more relevant, current and dynamic.

The team at the Ministry of Education Youth and Information is cognizant of the fact that the curriculum is the heart and mind of education and remains the most powerful means by which any country can develop and be sustainable. It is for this reason that the NSC has been designed with the understanding that people, learning and national development are at the core of our existence in a time of rapid change in the physical, social, economic and other dimensions of the global landscape. As a consequence, we celebrate the wisdom of the developers who through the engagement of numerous stakeholder groups, have responded favourably to the need for that kind of education that prepares our young people for life; while challenging our more mature to join in this lifelong journey of learning to learn.

Our commitment to the development of each learner and our support and appreciation of the various stakeholder groups that are partnering with us in providing quality education, remain at the forefront of our efforts in ensuring that this journey transforms education. This commitment is conveyed through our adoption of a Pathway Approach to learning that demands of us to provide customized programmes, differentiated learning experiences and specialized support for our learners. Our actions have been fruitful as is evident by the systems and conditions we have put in place for successful implementation.

Like the rest of Jamaica, I look forward to the testimonials of students, parents, teachers and other stakeholders of the empowering effect of this learn-er- centred curriculum and remain confident that it will contribute to make Jamaica renown.

The Honourable, Senator Ruel Reid, CD

Minister of Education, Youth & Information



Building a modern society where young people can prosper and achieve their aspirations is paramount on the Ministry of Education, Youth and Information's (MoEYI) agenda. In its bid to advance this agenda the team at the MoEYI has developed the National Standards Curriculum (NSC) on a clear set of values that will permeate learning and become embedded in young people's approach to life. Young people need to be clear about their Jamaican identity. Justice, democracy, tolerance and respect need to be more than mere words; they need to become an essential part of people's lives. Young people's understanding of, and commitment to, sustainable development is critical to the future of Jamaica and of the world. These values that permeate the new curriculum and more importantly, will by its use, be ingrained in the fabric of the Jamaican society.

The development of a new curriculum is a major achievement in the life of any country. It is even more noteworthy because this curriculum embodies the set of knowledge, skills, values and attitudes that our country deems relevant at this particular time. It is intended that these attributes be conveyed to the next generation as a means of cultural continuity in preparation to cope with the future, both nationally and individually.

I am particularly excited about the prospects of the NSC honing key twenty-first century skills such as communication, collaboration, critical thinking and creativity in our youth as they prepare to take on their roles as global citizens. I encourage parents, students, teachers and indeed the community to partner with us as we prepare our young people not just for today, but for the rapidly changing times ahead.

The Honourable, Floyd Green, MP

State Minister in the Ministry of Education, Youth & Information



In responding to the challenges confronting education in Jamaica, The Ministry of Education Youth and Information has taken strategic measures to address the need for a national curriculum that is relevant for the 21st century, the dynamics of the Jamaican context and the profile of the learners at the pre-primary, primary and secondary levels. One major output of these strategic actions is the National Standards Curriculum. This curriculum is intended to be one of the means by which the Jamaican child is able to gain access to the kind of education that is based on developmentally-appropriate practice and the supporting systems and conditions that are associated with high quality education.

This curriculum has the potential to inspire and provide challenges in the form of problem situations that all our learners can handle in ways that are developmentally appropriate. It compels us to move beyond the traditional functional perspectives of being literate to a focus on the physical and physiological as well as the ethical, social and spiritual.

I invite all our stakeholders to fully embrace this new curriculum which promises to excite imaginations, raise aspirations and widen horizons. Learners will become critical and creative thinkers with the mindset required for them to be confident and productive Jamaicans who are able to thrive in global settings as they take their place in the world of uninhibited change.

Mr. Dean Roy Bernard

Permanent Secretary, Ministry of Education, Youth & Information



It was the mandate of the Curriculum Units of the Ministry of Education, Youth and Information to spearhead the crafting of a new curriculum for the nation, in keeping with international standards, global trends in the educational landscape and societal goals and aspirations. The mandate had several facets: to establish clear standards for each grade, thereby establishing a smooth line of progression between Grades 1 and 9; to reduce the scope, complexity and amount of content; to build in generic competencies such as critical thinking across the subjects; to ensure that the curriculum is rooted in Jamaica's heritage and culture; to make the primary curriculum more relevant and more focused on skills development, and to ensure articulation between primary and secondary curricula, especially between Grades 6 and 7. To achieve this, the MoEYI embarked on an extensive process of panel evaluations of the existing curricula, consultation with stakeholders, (re)writing where necessary and external reviews of the end products.

Today, we are indeed proud that, the curriculum development teams have succeeded in crafting a curriculum which has met these expectations. Under the National Standards Curriculum (NSC) focus will be given to project-based and problem-solving learning, with an integration of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies across the system. Learners will benefit from more hands-on experiences which should enhance the overall learning experience and cater to the different kinds of learners in our classroom. In addition, they will be exposed to work-based learning opportunities that will help them become productive citizens of Jamaica and the world at large.

It is anticipated that as school administrators and teachers system-wide implement the National Standards Curriculum that improvements will be evident in the general academic performance, attitude and behaviour of our students.

We anticipate the participation of all our stakeholders in this process as we work together to improve the quality of life and prospects for all the children of Jamaica and to realize our mantra that *every child can, and must, learn.*

Dr. Grace McLean

Chief Education Officer, Ministry of Education, Youth & Information



The Ministry of Education Youth and Information (MoEYI) is committed to providing high quality education to all Jamaican children. We have heard the cries from the various sectors of the Jamaican society about the level of preparedness/readiness of our students for life in the 21st century; and we are taking the necessary steps to ensure that our students graduate with marketable skills. The MoEYI has reviewed and redesigned the Grades 1-9 curricula around the principles of Vision 2030 Goal number one; “Jamaicans are empowered to achieve their fullest potential”.

The National Standards Curriculum (NSC) will lay the foundation for students by preparing them for working lives that may span a range of occupations, many of which do not currently exist. This has been done by way of designers carefully integrating the theoretical principles of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies into the curricula at all grade levels. The NSC illustrates that in order to make education effective for our 21st century children; we need to change how we teach, and what we teach.

We are satisfied that the curriculum designers and writers have produced a curriculum that is indeed fitting for the 21st century. The NSC was designed to develop students’ understandings of subject matter and their ability to apply what is learnt; it fosters their ability to communicate and solve problems collaboratively, think critically and create novel solutions.

The success of our children is dependent on the participation of all stakeholders in the learning process. We encourage you all to be our committed partners in education as the true impact of this curriculum will only be felt when we have all hands on board. I am indeed proud to be associated with the development and implementation of this curriculum; it will inspire hope in our nation and future generations; kudos to the various teams that contributed to its development.

Mrs Lena Buckle Scott

Deputy Chief Education Officer,

Curriculum and Support Services, Ministry of Education, Youth & Information



The National Standards Curriculum (NSC) rests on the belief that all learners are endowed with the capabilities, gifts and talents to fulfil their divine purpose. These attributes are to be further enhanced or improved in a nurturing, inspiring and inclusive environment; one that caters to the whole person (soul, spirit and body - spiritual, emotional, social, physical and mental). As learners assume their roles and responsibilities individually and as communities of learning in such an environment, they become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators.

A curriculum design of this nature, calls for transformative change at the societal level (Elkind, 2004)¹ and not just at the school and classroom levels. This is a call for all stakeholders, as users of the curriculum, to adopt a critical -reflective and reflexive stance and join learners in the quest for meaning, purpose and stability as they help to shape the world. By integrating principles from various disciplines and their related methodologies, learners who interact with the curriculum are provided with enriching experiences, opportunities for creative expressions and authentic exploration of problems from a classical standpoint as well as in the context of workplace learning. This is due to the fact that the NSC recognizes the importance of each discipline in the problem solving process and in development.

Assessment as an element of the curriculum becomes primarily a learning process for charting progress through self-corrective measures that are informed by feedback from peers and teacher-facilitator. By providing assessment criteria statements in the curriculum, teachers are encouraged to facilitate learners functioning as self and peer assessors. This approach should see the learner developing self-direction with the support of mentors and coaches and forming an intrinsic desire to succeed. These attributes prepare them to face high stakes assessment as problems to be confronted with courage, a sense of readiness, insight and creative prowess.

These features of the NSC have the potential to influence learners' profile as Jamaicans who are gratified by an identity of cultural excellence that embodies moral obligations, intellectual rigour, innovativeness, environmental stewardship and productivity. The curriculum echoes the sentiments of our National Anthem, National Song and Pledge and serves as rich and credible source of the values and virtues that are woven together to convey the Jamaican identity. I wish for our school administrators, teachers, students and other stakeholders much success as they work with the document.

Dr Clover Hamilton Flowers

Assistant Chief Education Officer, Core Curriculum Unit, Ministry of Education, Youth & Information

¹ Elkind, D. (2004). The problem with constructivism. *The Educational Forum*, 68(4), 306–12.

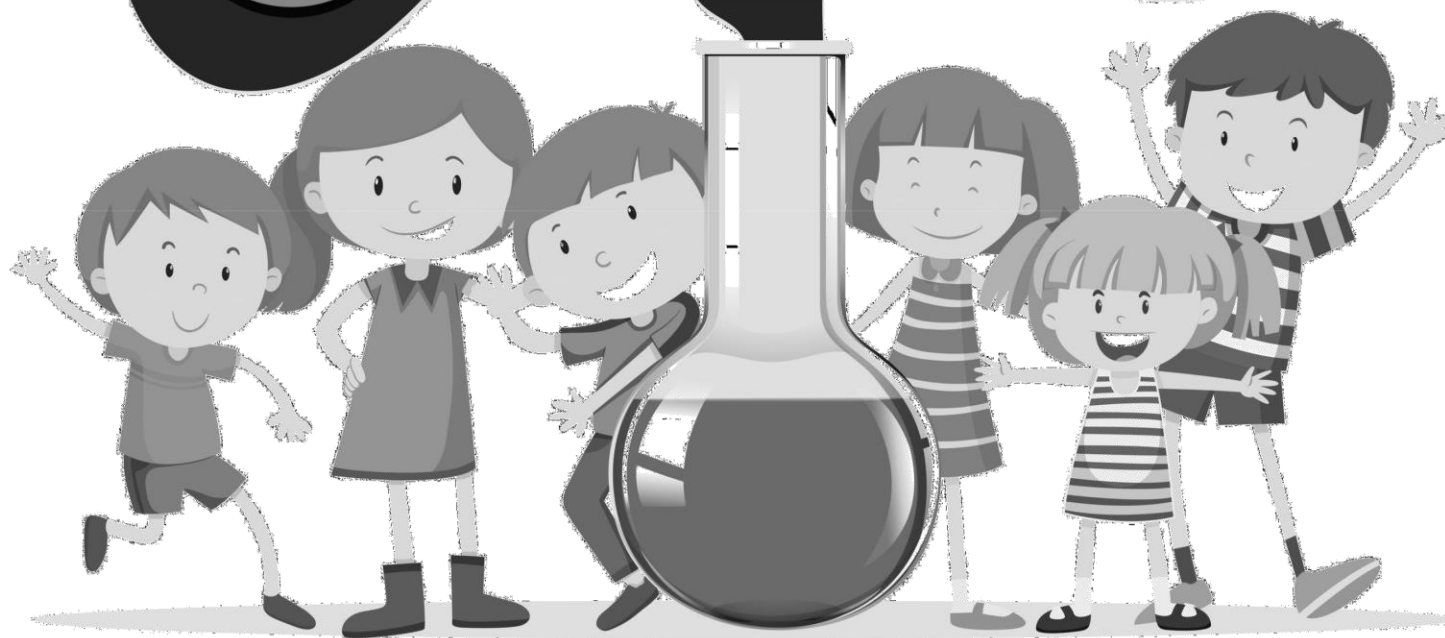
NSC Glossary of Terms

TERMS	DEFINITIONS
Range of Content	Provides an overview of the concepts, knowledge, skills and attitudes that will be developed in a unit of study.
About the Unit	Gives a brief overview of the content, skills and the methodologies that are covered in the unit as well as the attitudes to be developed.
Standards	Statements that explain what all students are expected to know and be able to do in different content areas by the end of a course of study e.g. by the end of period spanning grades 4 – 9.
Attainment Targets	An attainment target is a desired or expected level of performance at the end of a course of work, within a given/specified teaching-learning period. Attainment targets identify the knowledge, skills and understanding which students of different abilities and maturities are expected to have by the end of each Grade. It is the standard that we expect the majority of children to achieve by the end of the grade.
Benchmarks	Behaviours students are expected to exhibit at different stages of development and age/grade levels.
Theme/Strands	Unifying idea that recurs throughout a course of study and around which content, concepts and skills are developed.
Prior Learning	It is what students are expected to already know through learning and experience about a topic or a kind of text.
Specific Objectives	Specific objectives state what the student is expected to know or understand as a result of the learning experience. The specific objective is usually framed in the areas of the knowledge, skills and attitudes that the students are expected to achieve. Specific objectives tell us what the children will learn or will be taught.
Suggested Teaching/Learning Activities	A teaching/learning activity is an organised doing of things towards achieving the stated objectives. They are suggested activities that are crafted in a way to be an efficient vehicle which can move the student between what is to be learnt (objective) and what the student is to become (outcome).
Key Skills	Indicate the important skills that students should develop during the course of a unit. Key skills are aligned to the suggested teaching and learning activities in the unit which are intended to develop the skill to which it is aligned. Included in the key skills are the 21 st century skills such as critical thinking and problem solving, collaboration, communication and ICT.

Assessment	An assessment is a determination of whether intended results have been achieved. This section of the curriculum speaks to both the product that will be judged as well as the criteria against which it will be judged. It must be noted that this section does not introduce new activities. Instead, it speaks to the judging of the suggested teaching and learning activities. Formal assessment may be conducted with the aid of instruments (e.g. via written test, portfolio) or by requiring students to complete assigned tasks (e.g. performance), and is usually recorded against a predetermined scale of grading. Informal assessment (e.g. via observation or spontaneous student expression) may also reveal important evidence of learning.
Points to Note	This section provides technical information that must be considered in delivering the unit. It may also include information that provides additional explanation of key concepts that may be unfamiliar to the teacher as well as suggestions for infusion within the unit.
Extended Learning	These are opportunities for students to utilise the knowledge and skills they would have acquired in the unit in authentic situations/experiences.
Learning Outcomes	A learning outcome is a demonstration/behavioural evidence that an intended result has been achieved at the end of a course of study. The learning outcome tells us if pupils have understood and grasped what they have been learning.
Links to other Subjects	Suggests opportunities for integration and transfer of learning across and within different subject areas.
Key Vocabulary	This section consists of a number of words/phrases that addresses the skills, topics and content that must be covered in the unit.



INTEGRATED STUDIES GRADE 1



PHILOSOPHICAL STATEMENT

The NSC for the Grades 1-3 level (early primary) is designed on child centred principles. The multi-disciplinary approach characterised by themes and related focus questions, serve as contexts for children to explore their environment and solve problems so that they learn about others, themselves and their environment on a whole. Integrated Studies as one of the Exploratory Core learning area, is complemented with two other Exploratory Core areas; Language Arts and Mathematics that allow children to be provided with specific learning experiences to enhance literacy and numeracy in addition to other skills, attitudes and values and understandings. The child-centred design is justified as children's curiosity about their world is based on their interest in disciplines. Children do not try to understand disciplines as we represent them with labels or names such as Science, Mathematics, Social Studies etc. Instead, their focus is on the use of their senses to experience the world and to derive meaning from their efforts to satisfy their curiosity. A reward of this natural tendency is the nurturing of the function of the brain, which thrives on making connections. They also benefit from their acquisition of knowledge and a variety of skills that help them to survive within the boundaries of the prevailing/acceptable culture of the society. Children are also better able to experience the interactive and dynamic nature of the world from being able to see the 'big picture'.

Integration at Grades 1-3, is conveyed in multiple ways by the Integrated Studies Curriculum. These include:

- (a) Interdisciplinary Approach using Thematic Web: Problems are presented in the form of themes with overlapping concepts and competencies that allow children to naturally make connections to multiple learning/subject areas without using these as separate units of knowledge as they try to understand their world and satisfy curiosity. The Thematic Web serves as a means of content organization.
- (b) STEAM as a methodology: Children explore real-life problems that are appropriate for their level of development, by drawing on concepts, principles, processes and dispositions from Science, Engineering Design, the Art Forms, Mathematics and Technology as a problem solving tool.
- (c) Culture and Creative Art as carriers of content: As children engage in dramatic, musical and visualized art to express themselves, they learn how to manage their feelings, their imagination, develop confidence, think analogically and reflectively, and become more intuitive among others. Relevance to the Jamaican culture as conveyed by National Symbols and emblems are encouraged through the opportunities provided for them to be creative in expressing their ideas and feelings and in demonstrating their physical skills.
- (d) Projects in the context of work: The Resource and Technology projects are used to help children handle real life problems with manageable scope. These projects are also used to begin to expose children to positive work habits and work ethics. They also benefit in terms of developing physical skills as projects require the manipulation of tangible tools.

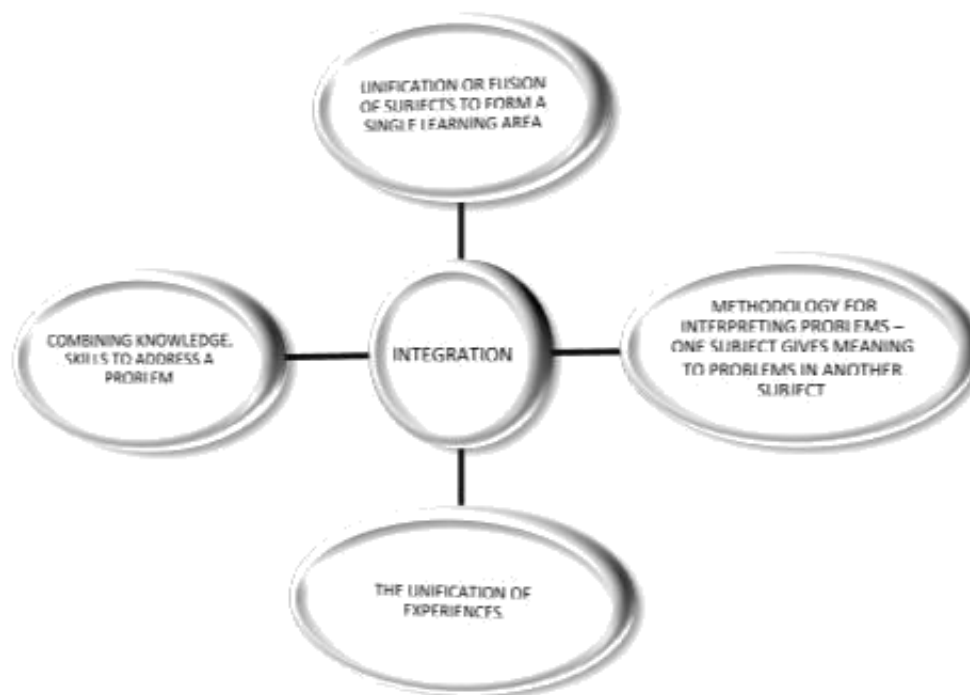


Figure 1 illustrating some typical perspectives of integration

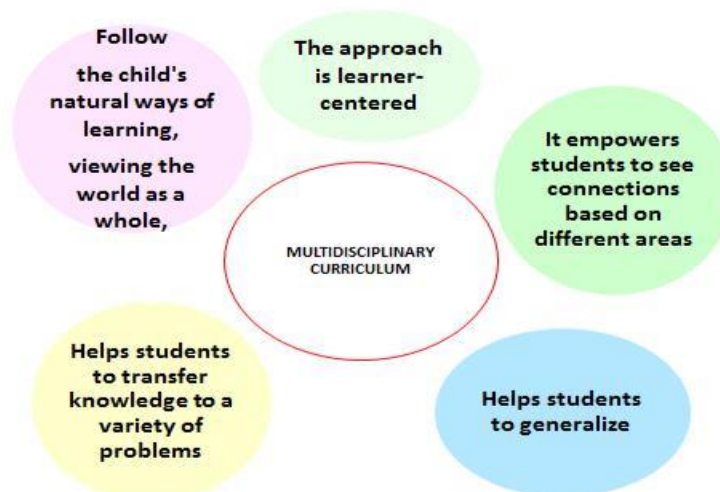


Figure 2 conveying some benefits of the Integrated Studies Curriculum

INTEGRATED STUDIES OVERVIEW GRADE 1

THE INTEGRATED CURRICULUM GRADES 1 TO 3

1. INTRODUCTION

An Integrated Curriculum

An integrated curriculum is an approach that starts with the holistic experience of the child and purposefully draws together knowledge, skills, attitudes and values from within or across subject areas to develop a more powerful understanding of key ideas. It provides an interconnected and interwoven approach in which learning experiences are inextricably linked and become more meaningful for the young learner. However, the design of an integrated curriculum does not abandon the skills and understandings that are specific to the individual key learning areas and these are woven into that integration as clear early learning standards to form an 'underpinning architecture' on which the integrated curriculum is based and on which the curriculum for Grades 4 upwards can be built.

The Method of Integration Underpinning the Grades 1 to 3 Curriculum

The main method of integration utilized in the design of the Jamaican Integrated Curriculum is the Multidisciplinary approach. This includes thematic approaches, intra-disciplinary approaches, fusion and infusion of subjects. This approach has been used to organize the standards from disciplines around agreed themes. Subjects, such as Information, Communication and Technology, Technical & Vocational Education and Civics Standards are infused throughout the curriculum. Mathematics and Language Arts will be taught as discrete subjects within the daily time allocated session 'Windows'. However, teachers will utilize all available opportunities to infuse the concepts that are taught in the discrete Language Arts and Mathematics Programmes whilst they are delivering the integrated curriculum.

OVERVIEW OF INTEGRATED CURRICULUM THEMES GRADES 1 TO 3

	GRADE 1	GRADE 2	GRADE 3	
THEME	ALL ABOUT ME AND MY ENVIRONMENT			TERM
SUB-THEME	M	Y	S	
	E	L	F	
UNIT 1	WHO AM I?	MY BODY (II)	MY BODY (III)	1
UNIT 2	MY BODY (I)	CARE & SAFETY OF SELF	SATISFYING OTHER NEEDS	
<i>SUB-THEME</i>	<i>MY HOME</i>	<i>MY FAMILY</i>	<i>MY COMMUNITY, THE NATION AND THE WIDER WORLD</i>	
UNIT 1	MY FAMILY	LIVING TOGETHER AS A FAMILY	PROVIDERS OF GOODS AND SERVICES	2
UNIT 2	THINGS IN THE HOME	SATISFYING OUR NEEDS	RELATING TO OTHERS OUTSIDE OF JAMAICA	
UNIT 3			ASPECTS OF JAMAICAN CULTURE	
<i>SUB-THEME</i>	<i>MY SCHOOL</i>	<i>MY COMMUNITY</i>	<i>MY PHYSICAL ENVIRONMENT</i>	
UNIT 1	MYSELF AT SCHOOL	THIS IS MY COMMUNITY	LIVING AND NON-LIVING THINGS IN MY ENVIRONMENT	3
UNIT 2	TOGETHER AT SCHOOL	PLACES OF INTEREST IN MY COMMUNITY	CARING FOR MY ENVIRONMENT	
UNIT 3		PLANTS AND ANIMALS IN MY COMMUNITY		

Philosophical Underpinning

The National Standards Curriculum (NSC) takes a constructivist approach which is based on the belief that learning occurs when learners are actively involved in a process of constructing meaning as opposed to passively receiving information (Bruner 1966; Vygotsky 1978). Constructivist teaching fosters critical thinking, and creates motivated and independent learners. This was also the basis of the existing curriculum but this curriculum places greater emphasis on generic skills, such as critical thinking, problem solving and independent learning in order to better prepare students for their future in the twenty-first century (Ananiadou 2009).

The foundation of a child's early learning must be secure and structured to enable them to formulate the underpinning principles, competencies and values that will ensure that they can continue to develop their knowledge and skills base from Grades 4 and beyond within a curriculum that is both progressive and aligned (Goswamy 2008). So in addition to the greater focus on generic skills and competences, the NSC ensures that all subjects are well sequenced with clear progression from Grades 1 right through to 9 so that students are prepared adequately for the upper grades of secondary schooling. The clear statements of standard or grade expectation for each subject ensure that all education stakeholders: teachers, students, parents, and employers are clear about the expected level of competence of each student in each subject and grade.

While the former Grades 1 to 3 curriculum took an integrated approach on the basis that children naturally learn about the world as an integrated whole, the revision maintains the integration for the same philosophical reasons but woven within that integration, are clear early learning standards which form an 'underpinning architecture' on which the integrated curriculum is based. This underpinning structure identifies standards and progression in learning and ensures adequate coverage of essential components of the subject curriculum that a child is expected to achieve, which articulate clearly with expectations in the Grade 4 curriculum and beyond.

The overall design of the NSC ensures that the holistic learning needs of children are met from the time they enter school until they complete secondary schooling (Gardner 1999). The Grades 1 to 3 curriculum has been revised to ensure that the same principles, philosophy and methodology would be applied consistently throughout a child's learning journey.

The Design Of The Jamaican Integrated Curriculum

The team of Core Curriculum Unit (CCU) Officers, Technical and Vocational Unit Officers, the Head of both units , a local early year's consultant recommended by the MoE and other selected resource persons worked with the international team of consultants. Together they collaboratively agreed on the guidelines for the design of the integrated curriculum as follows:

- ❖ It will be a multidisciplinary design with an intra-disciplinary and sub-disciplinary approach. Subjects such as Social Studies, Science, and Religious Education would form the core; whilst music, drama, visual art, physical education and ICT would be “the Drivers”
- ❖ The Arts to be used as a vehicle to encourage independent thinking, creative and learning skills and holistic learning and for delivering a curriculum most suited to learning in the early years.
- ❖ The integrated curriculum places emphasis on the teaching of higher order critical thinking and learning skills throughout
- ❖ Vygotsky’s constructivist approach will be used, as throughout the whole curriculum as well as Norman Webb’s Depth of Knowledge
- ❖ The integrated curriculum will be aligned with the Jamaican National Curriculum Standards with progression evident in each grade
- ❖ Themes will be used that are located in the experience of the child and to suit the Jamaican learning context – the thematic integrated approach will be based on the same themes as the existing Grades 1 to 3 curriculum
- ❖ ICT and Technical Vocational Education Standards for Grades 1 to 3 will be infused throughout
- ❖ The discrete teaching of Language and Maths competences will occur in daily ‘windows’ for an allocated time on the daily classroom timetable for the teaching of Maths and Language
- ❖ Maths and Language will be integrated wherever practicable and possible within the multidisciplinary design
- ❖ Culture will be infused within the integrated curriculum
- ❖ Civics will be part of the integrated subject focus
- ❖ As far as practicable, the national celebrations of Jamaica will be built into the integrated curriculum such as Jamaica Day and Heroes Day

The Key Differences Between the Former Curriculum and the Revised Jamaican Integrated Curriculum For Grades 1 To 3

While the former Grades 1 to 3 curriculum took an integrated approach on the basis that children naturally learn about the world as an integrated whole, the revision maintains the integration for the same philosophical reasons, but woven within this integration, are clear early learning standards which form an 'underpinning architecture' on which the integrated curriculum is based. This underpinning structure identifies standards and progression in learning to ensure adequate coverage of essential components of the subject curriculum that a child is expected to achieve. These articulate clearly with expectations in the Grade 4 curriculum and beyond.

The key changes that have been made to the revised Jamaican Integrated Curriculum for Grades 1 to 3 are as follows:

- ❖ The integration has been written against the revised Jamaican curriculum standards; this ensures that teacher's know what level of knowledge and skills are achieved at the end of each year in order that these build year on year and so that there is a firm base on which Grade 4 builds
- ❖ There is a seamless transition for continuing learning after the integration from Grade 3 to Grade 4 with the revised curriculum standards
- ❖ Critical thinking and learning skills has been incorporated into the integrated units of work, assisting students to analyse, problem solve, investigate, question assumptions, apply learning and transfer the key skills that they have learnt into any given situation and then into lifelong learning
- ❖ The content of the integration has been revised in keeping with the 21st Century teaching & learning experiences
- ❖ The assessment is part of the learning process and enables the teacher to make informed and critical judgements on student progress
- ❖ Greater emphasis is placed on building future citizens with a focus on morals, values, principles, attitudes, integrity, heritage & culture through the curriculum standards and in the teaching of Religious Education, Civics and Social Studies
- ❖ Technical Vocational Education Standards for Grades 1 to 3 have been infused within the integration
- ❖ Consistency of Core Curriculum Unit Officers in the writing of Grades 4 to 6 as well as Grades 1 to 3 has enabled a holistic overview of the entire content and curriculum coverage
- ❖ The discrete Maths and Language programmes that are taught within the 'windows' are both encompassed within the integrated document for ease of reference for teachers.

- ❖ Detailed Matrices have been designed which indicate coverage of standards and content of subject areas with the integration and can be used as a checklist for teachers and principals.

The Teacher's Guide

Our aim is that this Teacher's Guide will provide all teachers with a comprehensive collection of exciting, challenging, interesting ideas and suggestions that will enable them to deliver a varied, stimulating and motivational curriculum to their pupils.

The Statutory Curriculum Standards for Grades 1 to 3 can be found in the Curriculum Framework document. This details the Curriculum Standards which should be achieved by students in each grade. The Teacher's Guides have been written against the Statutory Curriculum and all Learning Objectives are directly linked to the Standards.

In this Teacher's Guide, each Grade is divided into separate sections. Within each Grade, the Units have been written against the agreed themes for Grades 1 to 3. The Units have been carefully written and structured to take account of the key cultural and historical days throughout the year such as Jamaica Day and Heroes Day. The integrated planning to include these key dates will make it easier for teachers to teach the lessons for each term.

The Units of work

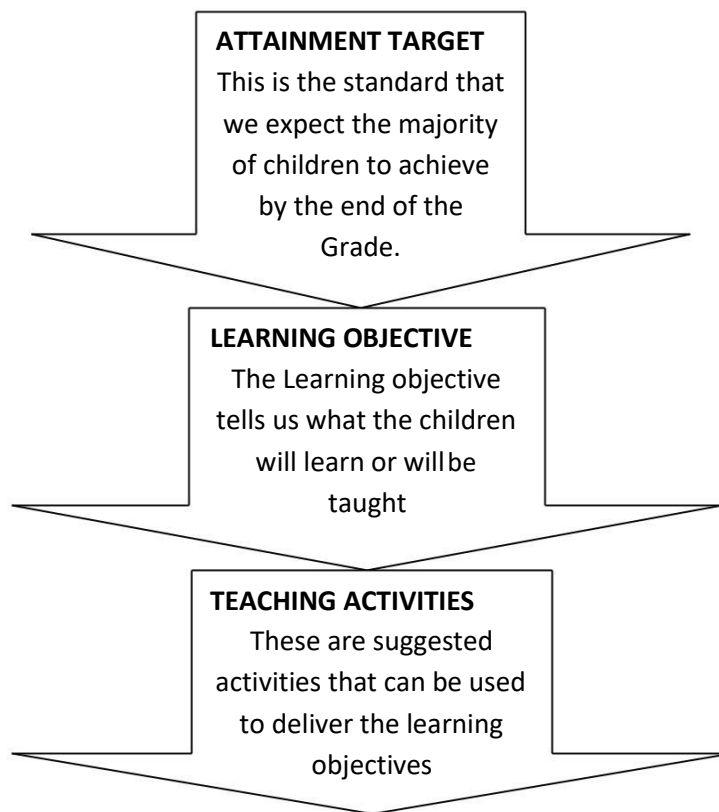
Each Unit has been sub- divided into weekly blocks of work to enable full coverage of the Standards and Learning Objectives which are directly linked to the theme that is being covered for each term. For example, within the theme Who Am I? For Unit 1 Term 1 Grade 1, there are 6 weekly blocks of suggested activities that can be taught. Each Focus Question has been divided into weekly blocks of work within each Unit. However, if teachers do have other creative ideas and suggestions of how the Standards and Learning Objectives can be taught and delivered over the term, then they can include these in the Units of work and modify the weekly blocks of activities accordingly.

Language Arts and Literacy and Mathematics will be taught as discrete subjects every day. An 'Open Window' will be on the daily timetable to teach both these subjects against the programmes that have been designed. However, there are numerous opportunities within each Unit of work to integrate Maths and Language Arts & Literacy within each theme. Ideas and suggestions of how Language Arts, Literacy and Maths can be integrated throughout each theme have been included within the Units in this Teacher's Guide. What is to be taught discretely in the 'Open Window' each term for Language Arts and Literacy and Maths has been included in a separate programme in each Unit of work.

The first page of each unit consists of an overview of the entire learning experience for pupils within the Term. The key skills, resources and vocabulary that are listed will provide teachers with the complete expected coverage and focus on each specific area for the Term. The key

focus for each curriculum area will enable teachers to have an overview of the way in which the integration has been achieved to ensure coverage of a well-balanced, varied, interesting, enjoyable and integrated curriculum.

The following diagram details how the Curriculum Standards will be achieved through the delivery of the Units in this Teacher’s Guide and defines each of the main terms used in the document.



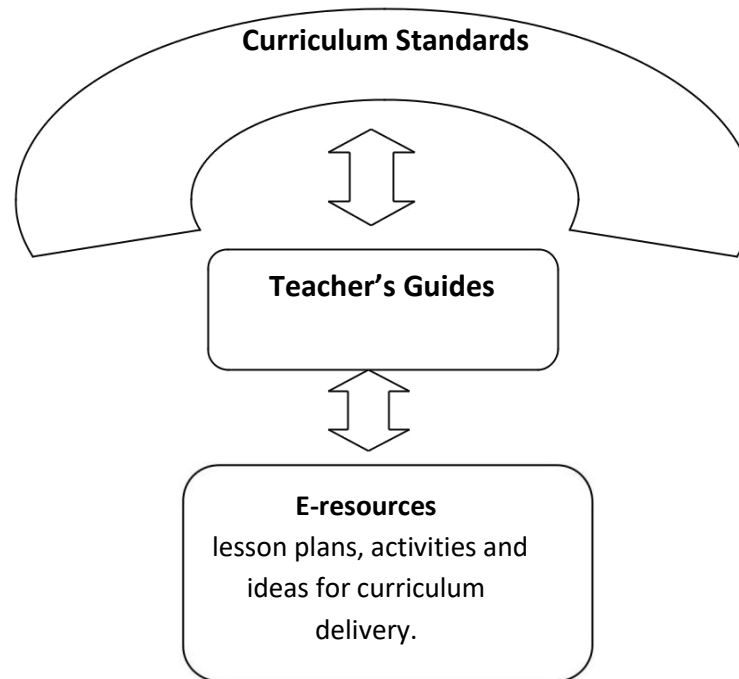


LEARNING OUTCOME

The learning outcome tells us if pupils have understood and grasped what they have been learning

The most important point for teachers to remember is that the Standards or the Statutory Curriculum must be taught and covered in each Grade as specified. This Teacher's Guide provides a structure that covers the teaching of the Statutory Curriculum and it has been compiled by educators who have experience and expertise in early childhood education and understand the developmental needs within the Jamaican context.

The Teacher's Lesson Planning and Curriculum delivery e-resource will be formulated so that all teachers will be able to contribute their individual lesson plans and ideas for delivering the curriculum. This e-resource can then be utilized by all teachers to assist them with implementing the curriculum, as well as to integrate technology in the lessons. The diagram below illustrates the three components of the curriculum.



The Methodology for the Grades 1 to 3 Integrated Curriculum

The curriculum has been specifically designed to suit Jamaica's population, location, resources, community and cultural values. It is based on sound development principles, accepted standards of quality and best practices. Pupils will be able to make clear links for learning through the Integrated Curriculum.

The integrated learning process will promote children's understanding that knowledge across disciplines is inextricably interconnected rather than a series of disparate actions – like real life when we connect learning in simple tasks such as cooking – we are reading recipes for understanding and meaning (Literacy & Language) and we are reliant on the skill of memory recall, experimenting (Science), calculating (Maths),

tasting (senses) social skills (Health and family life) etc. when carrying out the cooking task. The integrated curriculum has been written to ensure that the learning experience is interconnected and that the skills which children learn are transferable.

Civics forms a part of the integrated curriculum. Culture is not taught as a discrete subject in schools, nor does it have a set of standards and attainment targets. The policy that governs Culture In Education, positions culture as an agent of change and thus views it as a critical mechanism for identity formation and positive behaviour as gateways to academic excellence. Thus, the fundamental principle for the use of culture in the curriculum is that it becomes the context, content and methodology by which the curriculum is delivered at all levels across all subject areas and activities. The context element of culture ensures that everything within the curriculum relates to what is appropriate for the Jamaican context in which the Jamaican learner is situated. The content of culture relates to everything that contributes to the students understanding of their uniqueness and the special place of Jamaica in the world. The methodology includes, but is not limited to, the performing arts. It extends to all aspects of the expressive culture that enriches learning experience and extends beyond chalk and talk. Examples are: field trips, fashion shows, art exhibitions, panel discussions, games, storytelling and movies.

In delivering the curriculum, teachers will ensure that it is based on the child's interests as well as the principles of child development and best practices - this will mean that both the teacher and the child enjoy the learning experience and have fun while teaching and learning. Teachers have the opportunity to plan learning creatively for students within the Units of work. They are able to be flexible to cater for the learning development and holistic needs of children through a well-planned, vibrant interlocking curriculum that will ensure children learn and develop physically, emotionally, morally, socially, intellectually and culturally.

An innovative, integrated curriculum will inevitably improve standards of achievement and ultimately increase children's enjoyment and engagement in their learning process. The Integrated Curriculum for Grades 1 to 3 ensures that the holistic needs of pupils are met through the teaching and learning of high level critical thinking skills and competencies which will ensure that students can mature into adults who can problem solve, think critically and hence transfer and adapt their knowledge and skills into different learning situations.

Why the Arts should drive the Curriculum

Recent scientific research has sought to make important connections between the brain and the learning experience. The greatest evidence of this is seen in the brain's response to things we do in the arts, bringing strong arguments about why the arts are fundamental to the activities of the brain. The arts connect each new generation to those who have gone before. They equip the newcomer in his or her own pursuit of the abiding questions: *Who am I? What must I do? Where am I going?*

The arts are holistic phenomena; they accord with the way the child views his or her world – not in compartments, but as a continuum. They exercise and develop right-brain thinking, so that when the child learns through the arts, he or she acquires an equitable balance between linear and process thought, emerging as a well-balanced, well-coordinated human being, with inventive and problem-solving capabilities.

Children come “wired for learning” from birth; the things they do naturally at play are all natural forms of art. Give them space and freedom, and they will play (sing, dance, draw, and pretend) . Auditory, kinaesthetic, verbal and visual engagement takes place naturally. These activities make use of all the senses, and prepare the brain to learn successfully.

Young children are naturally curious, they want to begin to explore their surroundings and environment from the time they are born and discover new things. They learn by inquiring, experimenting, using trial and error processes to come to an understanding of the world around them. In later years, we call these activities and processes ‘science’ and as a subject it is well-suited to active younger children. Science and process skills of science are an important part of the foundation for the education of all children and we have ensured that the elements of scientific inquiry, investigation and process skills are embedded in this important early stage of a child’s learning within the Integrated Curriculum.

This is our vision for each Jamaican learner: **a well-balanced, well-coordinated human being, with inventive and problem-solving capabilities.** Our ambition is that every child will leave school and be able to enter a vocation that is suited to his/her skills, talents and expertise. To ensure that we fully equip them to achieve this target, Resource and Technology overall knowledge, skills and understanding have been infused throughout this integrated curriculum. Career Awareness, Creativity and Innovation, Exploring Methods and Procedures & Applying solutions have all been included in this early stage of the Jamaican child’s learning experience and they will continue to be developed subsequently in the primary and secondary phases.

We hope that all teachers enjoy using this Teacher’s Guide and wish them every success in the progress and achievement of their pupils in Grades 1 to 3. All Grades 1 to 3 Teachers will play a crucial role in laying the critical foundation stages of learning for the future citizens of Jamaica. Also, be reminded of the four pillars of education:

- Learning to live together
- Learning to know
- Learning to do
- Learning to be

2. A GUIDE FOR TEACHERS - HOW TO USE THE GRADES 1 TO 3 INTEGRATED CURRICULUM TEACHER'S GUIDES

Teachers will need to ensure that they:

- ❖ Read the entire Unit before starting to plan their integrated lessons for the term. This will give teachers a holistic overview of everything that is to be covered under the theme of the Unit and develop a better understanding of the complete context and content for the learning of their class for the Term.
- ❖ Create the learning maps
- ❖ Use the 5Es instructional design to plan and write the lesson
- ❖ Read the discrete Language Arts and Mathematics programmes for the term and identify opportunities where concepts can be infused and reinforced during the integrated curriculum
- ❖ Plan their lessons carefully to ensure that they are able to cover all of the identified curriculum for the term
- ❖ Make lessons enjoyable and exciting for children and use other ideas and strategies that they may have to compliment the integrated curriculum
- ❖ Plan their weekly timetable to ensure that children have a holistic curriculum and a variety of different activities distributed throughout the week to ensure that they are receiving a broad and balanced curriculum
- ❖ Familiarize themselves with the definitions used in the Curriculum documentation. The definitions for the core curriculum language used can be found on the final pages of the Grades 1,2 & 3 Teacher's Guides
- ❖ Identify key resources that will enable the delivery of the curriculum
- ❖ Identify any items or resources that they will need children to bring to school or that parents can assist with, for example, photographs of themselves for the Unit entitled Who Am I?.

Themes used in Grades 1 to 3

The overall encompassing theme that has been used on which all Units have been positioned is All About Me and My Environment. This overall theme has then been further broken down into sub themes and then each Unit has been written under a specific theme. For example, in Grade 1 the overall encompassing theme is All About Me and My Environment. The Sub Theme for Term 1 is Myself and then there are 2 separate Units with individual themes for Term1 which are Who Am I? and My Body (Part 1).

- Almond, R.G., Steinberg, L.S., & Mislevy, R.J. (2003). *A framework for reusing assessment components*. In H. Yanai, A. Okada, K. Shigemasu, Y. Kano, & J.J. Meulman (Eds.), *New developments in psychometrics* (pp. 28-288). Tokyo
- Ananiadou, K., & Claro, M. (2009). *21st century skills and competences for new millennium learners in OECD countries*. OECD Education Working Paper, No. 41. doi: 10.1787/218525261154)
- Bruner JS (1966) *Towards a theory of instruction*. Cambridge Mass. Harvard University Press
- Foster, M. (2004) *Higher Order Thinking Skills* in Research Developments, Vol. 11 Gardner, H. (1999). *The Disciplined Mind*. London:
- Goswami, U. (2008). *Cognitive Development: The Learning Brain*. Psychology Press, Taylor & Francis Hargreaves, .D (2006) *A new shape for learning* London SSAT
- Mislevy, R.J., Almond, R.G., & Lucas, J.F. *A brief introduction to evidence-centred design* Princeton NJ
- OECD (2003). *The PISA 2003 Assessment Framework – Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris: Organisation for Economic Co-operation and Development
- Verhoeven, L. (ed) (1994) *Functional Literacy*. Tilburg
- Vygotsky, L. S. (1978) *Mind in society: The development of higher psychological processes*, Cambridge, MA: Harvard University Press.
- Webb, N.L. (2005) *Alignment, depth of knowledge and change*. Wisconsin

NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 1 INTEGRATED STUDIES

TERM1 – UNIT1

Prior Learning

Check that students can:

- Demonstrate understanding of concept of print – distinction between a letter and a word and can apply left to right progression, as well as ‘return sweep’ in reading.
- Recognize basic sight words/high frequency words from Primer list.
- Trace/copy information correctly.
- Engage in simple peer/group conversation.
- Supply basic personal information.
- Have basic number knowledge.

UNITS OF WORK GRADE 1 TERM 1 UNIT ONE

Focus Question 1: How Do You Know Me?	
Attainment target(s):	Objective(s):
<p>Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies</p> <p>Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</p> <p>Automatically recognise words (including basic sight words) through repeated exposure and mnemonic devices</p> <p>Develop phonic awareness and use knowledge of letter-sound correspondences to decode unfamiliar words</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use home language/SJE to talk about themselves and their experiences <input type="checkbox"/> Respond appropriately to questions and directions addressed in SJE <input type="checkbox"/> Ask and respond appropriately to questions about self <input type="checkbox"/> Describe self, others, objects and situations using appropriate words <input type="checkbox"/> Make general statements about information collected about self and others <input type="checkbox"/> Recognize sight words appropriate to grade <input type="checkbox"/> Use basic word recognition strategies to decode words related to self and others <input type="checkbox"/> Distinguish initial and final sounds in spoken words related to aspects of the self <input type="checkbox"/> Manipulate phonemes in words <input type="checkbox"/> Link sounds to letters to decode words <input type="checkbox"/> Use context clues to determine character traits about self

Focus Question 1: How Do You Know Me?	
Attainment target(s):	Objective(s):
<p>Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events</p> <p>Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use capital and common letters appropriately as they write simple sentences about themselves and others <input type="checkbox"/> Respond to and use parts of the verb 'to be' to make sentences about self and others
Develop an understanding of the interdependent relationship between man and his environment	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise the importance of being called by a name <input type="checkbox"/> Identify self/classmates by name <input type="checkbox"/> Work cooperatively in small groups using a wide range of media
Explore selected life processes in humans, the interdependence between living things in the environment, and how lifestyles determine health and well-being in humans.	<ul style="list-style-type: none"> <input type="checkbox"/> Identify self as boy/girl, male/female
Develop the capacity to interact respectfully and positively with others	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate acceptable social behaviours in varying settings
Create musical compositions exploring varied elements of music (songs, rhythm pieces, sound pieces)	<ul style="list-style-type: none"> <input type="checkbox"/> Use body percussion effectively to accompany beat and rhythm of music about self and others <input type="checkbox"/> Share information about themselves through jingles and song <input type="checkbox"/> Respond to basic musical cues and symbols as they sing about themselves
Begin to develop control and co-ordination of physical movements. Create and perform simple movement patterns	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate motor movement successfully <input type="checkbox"/> Create movement patterns to convey personal feelings and express ideas
Express a range of feelings and emotions through the enactment of dramatic scenarios	<ul style="list-style-type: none"> <input type="checkbox"/> Use drama mode to identify specific aspects of self and others
Demonstrate the creation of art through the use of tools, themes and materials	<ul style="list-style-type: none"> <input type="checkbox"/> Explore the use of the elements of art in picture-making and other art form
Collect, organize and interpret information in practical situations	<ul style="list-style-type: none"> <input type="checkbox"/> Make general statements and draw conclusions based on information collected for line plot

Focus Question 1: How Do You Know Me?	
Attainment target(s):	Objective(s):
Estimate, compare and use various types of measurements	<input type="checkbox"/> Demonstrate an understanding of the concepts of 'first' and 'last' <input type="checkbox"/> Count to tell how many objects are in a set or group <input type="checkbox"/> Associate month with events such as birthdays <input type="checkbox"/> Read the calendar to identify birthday and birth month <input type="checkbox"/> Identify taller/shorter of two students when placed side to side <input type="checkbox"/> Form groups/sets based on birth month etc
Appreciate religious teachings on the Creator (s) and the created	<input type="checkbox"/> Listen and relate religious stories about the birth of children in the Christian Bible and other sacred texts.
Follow instructions in the execution of simple tasks	<input type="checkbox"/> Demonstrate skills in creativity by designing and making simple models/portfolios that portray self and others <input type="checkbox"/> Demonstrate that they understand how to listen and follow instructions as they execute various tasks
Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.	<input type="checkbox"/> Use digital devices appropriately to prepare personal e-portfolios

Suggested Teaching and Learning Activities – Focus Question 1: How Do You Know Me?	Key Skills	Assessment
<p>Students will: Introduce themselves by giving first and last names, say names from name cards. Trace/copy/write names. Listen to stories/songs/poems that demonstrate the importance of names. Decorate name cards. Discuss the importance of names as a means of identifying themselves and others. Give oral and written responses to questions about their names e.g. What is your first name? Find out and tell how they got their names.</p> <p>Group themselves according to number of letters in their first name. Place name card on a line plot to show how many of the students have the same number of letters in their first name. Name and label the line plot. Ask and answer questions based on the line plot.</p> <p>Use speak easy mode to say what makes them a boy/male and a girl/female. Show acceptable social behaviour as they work in groups to select name cards, then identify first and last name of each group member.</p> <p>Repeat simple three letter words that rhyme. Compose simple sentences (oral/written), about themselves as boy/girl, male/female, and human using: “I am ---” “My name is ---” including sight words. Read written sentences aloud to class, identifying the initial consonant sounds. Listen to/read stories offline/online about children. Talk about the pictures/illustrations in the stories.</p>	<p>Identify first and last names Trace, copy, write names Respond to questions Research names Discuss importance of names</p> <p>Form lines Plot data Compare numbers</p> <p>Compose simple sentences</p> <p>Navigate digital content Listen to stories</p>	<p>First and last names accurately specified Names appropriately traced and copied Importance of names meaningfully discussed Origin/purpose of their names determined and shared with classmates SJE/home language accurately used to share information about their names</p> <p>Line plot data appropriately collected and interpreted</p> <p>Simple sentences about self appropriately composed Sight words accurately used in sentences</p>

Suggested Teaching and Learning Activities – Focus Question 1: How Do You Know Me?	Key Skills	Assessment
<p>In groups use the body to form the shape of some capital and common letters e.g. b, l, M, K, C, E. Class/groups identify letters. Play a matching game to pair each letter with their capital and common form. Talk about the similarities and differences between the matching pair of common and capital letters by looking at the lines (curve, straight). Tell why it is important that their names start with capital letters.</p> <p>Create a class mural/wall display of drawings and or paintings of themselves. Identify their pictures on the mural and place their names on them by tracing/ writing/ copying or by selecting their name cards from those created by teacher.</p> <p>Create individual portfolios (using appropriate digital device) on the theme "Myself" with class using photographs and or drawings of themselves. Type word (s) or sentence (s) about themselves to label and/or explain photographs. Share portfolios with class or in small peer groups.</p> <p>Listen to stories about birthdays. Talk about birthdates/birthdays and find their birthday on the calendar. Sing songs related to birth month using body percussion. e.g. <i>'Those who are born in January</i>' Practise reading and copying/writing number names, days and months. Write sentences about their birth months and ages. E.g. I was born in December. I am 6 years old. Draw a cake and with candles representing their age. Talk about how birthdays are celebrated. (Include the celebrated birthday</p>	<p>Form letters Discuss use of capital letters</p> <p>Draw/Paint self Identify self-portrait Label pictures</p> <p>Enter text Capture images Compose sentences Read sentences</p> <p>Discuss the matter of 'birthdates' Identify birth months on calendar Listen to stories</p>	<p>Bodies used to accurately form words/ names Importance of capital letters in names appropriately recognized</p> <p>Drawing/painting of self satisfactorily done Self-portrait accurately identified on mural Pictures labeled accurately with names</p> <p>Personal digital portfolios with photographs and words/sentences satisfactorily created</p> <p>Concept of 'birthdates' appropriately demonstrated Birth months accurately identified on calendar</p>

Suggested Teaching and Learning Activities – Focus Question 1: How Do You Know Me?	Key Skills	Assessment
<p>at Christmas). Watch a video clip or listen to stories about the birth of children in the Bible and other sacred texts and answer teacher-generated questions.</p> <p>Form two lines according to gender/height. Talk about similarities and differences with regard to gender/height. E.g. taller, shorter Maintaining the two lines, play a game of catching and throwing. Take turns running to a designated starting point, throwing the ball/bean bag to the next in line and says theirs/classmates name, then runs to the back of the line. (First group to finish wins.)</p> <p>Use facial expression and body language to depict personal attributes of classmates (e.g. happy, sad, and frightened). Classmates will identify what attribute is being depicted. Use faces (e.g. smiley face, sulky sad face), convey how they feel most of the time, then trace, copy/write one word or sentence each to describe themselves- e.g. <i>I am a friendly girl.</i></p> <p>Create a picture montage that represents things they like or dislike. Talk about likes, dislikes and uniqueness and the need to respect these differences in others. Sing action songs/jingles about ‘self’. While paying attention to dynamics (soft, gelling louder) and temp (slow down, accelerate) instructions. Use body percussion for beat and rhythm while they are singing.</p>	<p>Make comparisons Catch and throw</p> <p>Listen to instructions Respond to prompts Draw faces Describe self</p> <p>Create montage Discuss attributes sing jingles/songs</p>	<p>Instructions correctly followed Catching and throwing skills appropriately demonstrated</p> <p>Faces appropriately reflect dominant attributes Word/ sentence appropriately written/traced/copied</p> <p>Picture montage satisfactorily created Likes and dislikes appropriately shared with peers Use of beat and rhythm appropriately executed</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Appropriately use SJE/ Home Language to talk about self and experiences 		

Suggested Teaching and Learning Activities – Focus Question 1: How Do You Know Me?	Key Skills	Assessment
<ul style="list-style-type: none"> ✓ Apply basic word recognition strategies, including sight words and phonics, to identify words related to self and others ✓ Use suitable words to describe self, others and experiences ✓ Use technology appropriately to create electronic portfolios about themselves ✓ Make generalizations about self and others based on information collected ✓ Demonstrate an understanding of the importance of names ✓ Demonstrate an understanding of the concepts ‘first’ and ‘last’ ✓ Use simple graphs/ charts to represent class data about self and others ✓ Creatively present personal information through drama modes, musical compositions and movement ✓ Respond appropriately to musical cues and symbols ✓ Follow instructions to create items related to themselves and others ✓ Demonstrate acceptable social behaviours in varying settings 		
<p>Points to Note:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare songs and stories about birthdays before class time <input type="checkbox"/> Find an appropriate story about the importance of names <input type="checkbox"/> Link the concept of names to nouns. <input type="checkbox"/> Organize for students to bring in photos of themselves to be placed on the class mural <input type="checkbox"/> Draw on flash cards appropriate examples of happy, sad, and frightened faces beforehand. <input type="checkbox"/> Students will need assistance to create electronic portfolios, e.g., insert pictures, enter text, and insert new slide/go to new page. Save portfolios in folders created on computer for further retrieval and printing. 	<p>Extended Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourage students to continue practice reading and copying /writing names of numbers, days and months at home. <input type="checkbox"/> Those with available technology could allow students to play games to reinforce concepts taught about numbers and names. <input type="checkbox"/> Students can record their reading of words or sentences about themselves. 	



© Ministry of Education, Youth and Information, Jamaica. 2018

UNITS OF WORK GRADE 1 TERM 1 UNIT ONE

Focus Question 2: To Which Group Do I Belong?	
Attainment target(s):	Objective(s):
<p>Recognize and make distinctions between home language and SJE to improve/acquire language and literacy competencies</p> <p>Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices</p> <p>Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words</p> <p>Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events</p> <p>Communicate with confidence and competence for different purposes and audiences, using SJE appropriately and creatively</p> <p>Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</p> <p>Begin to use language and other media to interpret and communicate ideas and feelings.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use home language/SJE to talk about different groups to which they belong <input type="checkbox"/> Respond appropriately to questions and directions addressed in SJE <input type="checkbox"/> Recognize sight words appropriate to grade <input type="checkbox"/> Use basic word recognition strategies to decode words related to different groups to which affiliated <input type="checkbox"/> Identify and create rhyming words <input type="checkbox"/> Manipulate phonemes in words related to groups <input type="checkbox"/> Read with fluency, grade appropriate texts <input type="checkbox"/> Use context clues to respond to character traits in texts about different kinds of groups <input type="checkbox"/> Describe groups using appropriate words. <input type="checkbox"/> Use capital and common letters appropriately as they write simple sentences about the groups to which they belong <input type="checkbox"/> Use the full stop appropriately at the end of sentences about different groups. <input type="checkbox"/> Read words and copy/write a word or sentence about groups appropriate to the grade level <input type="checkbox"/> Express their understanding of a story or poem relating to groups in any form of the creative arts
Develop an understanding of the interdependent	<input type="checkbox"/> Identify groups to which they belong

Focus Question 2: To Which Group Do I Belong?	
Attainment target(s):	Objective(s):
relationship between man and his environment	<ul style="list-style-type: none"> <input type="checkbox"/> Tell why groups have rules. <input type="checkbox"/> Compare and contrast groups. <input type="checkbox"/> Discuss the responsibilities of members of a group <input type="checkbox"/> Demonstrate acceptable social behaviours in varying settings
Display an understanding & appreciation of own heritage, and of the culture and heritage of selected groups	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss traditions within certain groups
Develop the capacity to interact respectfully and positively with others	<ul style="list-style-type: none"> <input type="checkbox"/> Wait turn in a group <input type="checkbox"/> Demonstrate respect for the views of others <input type="checkbox"/> Work cooperatively with others
Demonstrate an understanding of the ideas of sets Know the value of numerals and associate them with their names and numbers	<ul style="list-style-type: none"> <input type="checkbox"/> Use the word set when referring to a group <input type="checkbox"/> Group real and representative objects in many ways <input type="checkbox"/> Determine, by matching members, a set with the same, fewer or more members than another <input type="checkbox"/> Recognize the numerals 0 through 10 and associate them with the corresponding words. <input type="checkbox"/> Display and analyze data using attributes
Listen and appraise music to develop an understanding of musical elements Create musical compositions exploring varied elements of music Perform varied repertoire of music for an audience	<ul style="list-style-type: none"> <input type="checkbox"/> Use body percussion effectively to accompany beat and rhythm of music about different groups to which they belong <input type="checkbox"/> Communicate information about different groups through songs <input type="checkbox"/> Respond to basic musical cues and symbols as they sing about different groups <input type="checkbox"/> Demonstrate that they are part of a class/school group by singing together in choirs
Apply coordination and control while doing physical activities	<ul style="list-style-type: none"> <input type="checkbox"/> Use movements/movement patterns in self-space and general space to portray different activities of groups to which they belong

Focus Question 2: To Which Group Do I Belong?	
Attainment target(s):	Objective(s):
Demonstrate the creation of art through the use of tools, themes and materials	<input type="checkbox"/> Express their understanding of a story or poem relating to groups through visual/creative arts <input type="checkbox"/> View and discuss the art work of others sharing ideas and opinions respectfully
Recognize that religion contributes to the shaping of our identity and guides our understanding of the meaning and purpose of life.	<input type="checkbox"/> Share what they experience when they go to church or other religious places of worship and why- <input type="checkbox"/> Recognize the part that values play in making/breaking relationships
Develop the capacity to interact respectfully and positively with others	<input type="checkbox"/> Wait their turn in a group <input type="checkbox"/> Demonstrate respect for the views of others <input type="checkbox"/> Work cooperatively with others
Develop the aptitude and positive attitude to interact respectfully with others through play	<input type="checkbox"/> Demonstrate, through play, that all members of a group are important and their opinions and feelings must be respected. <input type="checkbox"/> Play games which allow them to practise being part of a group <input type="checkbox"/> Demonstrate, through play, that groups have leaders and followers.
Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.	<input type="checkbox"/> Navigate digital content safely to locate information about groups.

Suggested Teaching and Learning Activities – Focus Question 2: To Which Group Do I Belong?

Activities	Key Skills	Assessment Criteria
<p>Students will: Discuss pictures of familiar groups, (class, school, family, club etc.). Name the various groups to which they belong. Use home language/SJE to discuss why they are in these groups and identify the similarities between various groups. Write a word/sentence about the group (s) to which they belong. Use capital and common letters and full stop appropriately in sentence. Draw pictures to show the various groups to which they belong. Write one sentence about the group drawn.</p> <p>Using SJE/Home Language, discuss the concept of ‘tradition’. E.g. celebration activities for Christmas and Easter. Watch short clips about how different groups such as the school, religious groups and families observe certain traditions (long-standing practices) and talk about it. Write /copy/trace two simple sentences about traditions which are celebrated Read sentences aloud to class.</p> <p>Identify activities performed by various groups E.g. Teacher teaching and children at play. Use movements/movement patterns in a logical sequence to depict each activity. Present movements to class and have them identify the activity being carried out.</p> <p>Use manipulatives to show/model the number of members in a group/set. In groups, compare the members in set using terms/symbols for ‘equal’, ‘greater than,’ ‘less than’. Sort various manipulatives, group them and give reasons for the</p>	<p>Identify groups State similarities Use home language/SJE Compose sentences Draw pictures</p> <p>Discuss ideas Respond Write/copy/trace sentences Read sentences</p> <p>Perform movements Link movements and activities Compare movements</p> <p>Represent sets/groups Compare sets Associate numbers with sets</p>	<p>Groups correctly identified Similarities between groups accurately identified Home Language/SJE used to clearly communicate ideas Pictures appropriately reflect groups drawn</p> <p>Concept of tradition meaningfully discussed Traditions accurately identified Simple sentences appropriately composed/copied/traced Sentences satisfactorily read aloud to class</p> <p>Movements/Movement patterns adequately depict activities of the specified groups</p> <p>Manipulatives appropriately used to represent sets/groups Sets accurately compared using appropriate terms/symbols</p>

Suggested Teaching and Learning Activities – Focus Question 2: To Which Group Do I Belong?

Activities	Key Skills	Assessment Criteria
<p>groupings (colour, size, shape, texture, etc.). Use number names to describe their sets. Use 'is' and 'are' to construct sentences describing groups. Use available technological devices to play online/off lines games to reinforce concepts about sets.</p>	<p>Use verb 'to be' Navigate digital content</p>	<p>Digital content appropriately navigated</p>
<p>In groups, formulate and discuss some class rules and say how these rules affect members of the class. Take turns in conversation. Write/copy/trace a rule of the class. Play games such as 'Simon Says' and 'Follow the leader,' to demonstrate their understanding of rules.</p>	<p>Formulate/discuss rules Wait turns Write/trace/copy rule Respond to rules</p>	<p>Meaningful group rules formulated and discussed Taking turns in conversation appropriately demonstrated One rule appropriately written/traced/copied</p>
<p>Use word wall, as well as interactive offline/online and other games to, learn sight words related to groups to which they belong- for example, groups, member, rules, respect, other, team, help, learn, agree, behave</p>	<p>Identify sight words</p>	<p>Sight words accurately identified</p>
<p>Listen to audios of short vowel sounds and consonants presented in isolation, as well as within the context of words. Try to produce the sounds and then identify them in words related to groups. Record themselves as they produce these words. Play back for class discussion. Read short passages and poems about groups to which they belong.</p>	<p>Read fluently Ask and answer questions Role-play characters</p>	<p>Ask and answer questions appropriately Respect and cooperation appropriately demonstrated while working with peers</p>
<p>Listen to stories about rules and responsibilities of members of groups. Using Readers' Theatre, read aloud parts of the</p>	<p>Appraise performances</p>	<p>Characters in stories about rules/responsibilities meaningfully</p>

Suggested Teaching and Learning Activities – Focus Question 2: To Which Group Do I Belong?

Activities	Key Skills	Assessment Criteria
<p>stories which represent how different characters in a story observe rules/responsibilities in order to make a group work. Role-play different characters in one of the story. Respond to questions posed by peers about the character portrayed.</p>	<p>Demonstrate respect/cooperation Use context clues Respond to questions</p>	<p>portrayed via role-play Appropriate feedback given to peers about performances Context clues used appropriately to determine traits of characters in stories read. Appropriate oral responses to written questions supplied</p>
<p>Draw or paint a picture to represent an aspect of a story or poem read. Write a word, short phrase or simple sentence to indicate the aspect represented. View and talk about each other's work respecting each other's feelings/opinions.</p>	<p>Draw/paint picture Write word/phrase/sentence</p>	<p>Picture drawn/painted suitably adequately reflects select aspect of story/poem Word/phrase/simple sentence used correctly indicate aspect represented</p>
<p>Listen to stories about positive values and talk about the value of honesty, truthfulness, respect as they are depicted in the stories. Role-play one or more of these values and attitudes to classmates.</p>	<p>Listen to stories Role play positive values</p>	<p>Role-play appropriately portrays the particular value</p>
<p>Perform songs about groups to which they belong as a class choir, responding to basic musical cues as they sing to reflect dynamics such as <i>loud, soft, high/low</i></p>	<p>Perform as a choir Respond to musical cues</p>	<p>Songs satisfactorily performed as a class choir Appropriate responses to musical cues demonstrated</p>
<p>With teacher assistance, find basic information on-line/offline about a specific group to which they belong and use information located to develop their own simple</p>	<p>Navigate digital content Generate sentences</p>	<p>Online sources successfully navigated with teacher assistance/guidance Meaningful simple sentences generated,</p>

Suggested Teaching and Learning Activities – Focus Question 2: To Which Group Do I Belong?

Activities	Key Skills	Assessment Criteria
<p>sentences. Use the information as a class to compile and decorate a magazine about the groups to which they belong.</p> <p>Talk about what people do together in places of worship. E.g. pray and sing.</p> <p>Discuss the activities religious groups engage in outside of worship e.g. feeding and provide clothes for the poor. With teachers’ assistance compose and send an email to a religious group expressing appreciation for the work they do.</p>	<p>Discuss religious experiences</p>	<p>using online information</p> <p>Magazine adequately reflects groups to which they belong</p> <p>Religious experiences meaningfully discussed</p> <p>Impact of experiences described</p> <p>Worship activities appropriately identified</p> <p>Activities outside of worship appropriately identified</p> <p>Email appropriately reflects appreciation</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Use home language/ SJE to clearly communicate ideas ✓ Respond appropriately to questions and directions addressed in SJE ✓ Recognize sight words appropriate to grade and reflecting focus question ✓ Appropriately manipulate phonemes ✓ Apply basic decoding strategies in order to read words ✓ Begin to demonstrate fluency in reading ✓ Use context clues to determine character traits ✓ Demonstrate their understanding of sets and use appropriate terms to compare sets ✓ Use capital and common letters and full stop appropriately in simple sentences. ✓ Begin to navigate digital sources ✓ Respond appropriately to basic musical cues ✓ Demonstrate understanding of religious experiences ✓ Demonstrate appreciation for the place of values, rules, and responsibilities in the functioning of a group ✓ Reflect appreciation for the roles of different groups in their lives by creatively expressing their understanding through the aesthetics ✓ Work collaboratively with others, demonstrating respect and turn-taking 		

Suggested Teaching and Learning Activities – Focus Question 2: To Which Group Do I Belong?		
Activities	Key Skills	Assessment Criteria
<p>Points to Note:</p> <ul style="list-style-type: none"> □ Include groups such as class, school, family, religious groups, club, race, country etc. □ Ensure that students are properly supported/guided as they attempt to navigate digital sources □ If students visit websites, remind them about digital rights and responsibilities □ Include as much modelling as possible as students work through activities. 	<p>Extended Learning</p> <ul style="list-style-type: none"> □ Maintain a log/journal/diary of how they are able to use positive values to meaningfully function in a group such as church, club or family. □ Create a digital story of how they are able to work successfully with a group of their choice 	

NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 1 INTEGRATED STUDIES

TERM1 – UNIT2

Prior Learning

Check that students can:

- Use home language/SJE to clearly communicate their names and who they are. E.g. Boy/girl
- Recognize sight words appropriate to grade and reflecting focus question
- Begin to appropriately manipulate phonemes
- Begin to use basic decoding strategies in order to read words

UNITS OF WORK GRADE 1 TERM 1 UNIT TWO

Focus Question 1: What Do I Look Like And What Can I Do?	
Attainment target(s):	Objective(s):
Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit	<input type="checkbox"/> Ask and respond appropriately to questions about self
Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately	<input type="checkbox"/> Use line and space <input type="checkbox"/> Use capital and common letters appropriately <input type="checkbox"/> Use pronouns 'I', 'me', 'my' <input type="checkbox"/> Use regular and irregular plural nouns <input type="checkbox"/> Use full stops and commas appropriately
Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events	<input type="checkbox"/> Recognize sight words related to parts of the body <input type="checkbox"/> Read text appropriate to grade
Demonstrate an understanding and appreciation of self as an individual and in specified contexts	<input type="checkbox"/> Talk about self and identity <input type="checkbox"/> Recognise the external parts of the body and their parts <input type="checkbox"/> Use the senses to explore the similarities and differences between materials <input type="checkbox"/> Explain the use of some special body parts: hands, feet, eyes, mouth, nose and ears, feet
Develop the capacity to interact respectfully and positively with others	<input type="checkbox"/> Show appreciation for the ideas and opinions of classmates through cooperative learning
Explore selected life processes in humans, the	<input type="checkbox"/> Identify and name external parts of the body

Focus Question 1: What Do I Look Like And What Can I Do?	
Attainment target(s):	Objective(s):
interdependence between living things in the environment, and how lifestyles determine health and well-being in humans.	<input type="checkbox"/> Relate the uses of selected parts of the body <input type="checkbox"/> Name the senses, associating them with specific parts of the body
Express a range of feelings and emotions through the enactment of dramatic scenarios	<input type="checkbox"/> Use facial expressions to demonstrate their reactions to different tastes
Create art work using a variety of materials and tools	<input type="checkbox"/> Demonstrate skills in creativity by designing and making simple models
Perform varied repertoire of music for an audience	<input type="checkbox"/> Explore various folk forms through music and movement <input type="checkbox"/> Listen to and distinguish different genres of music within the Jamaican cultural context
Create musical compositions exploring varied elements of music	<input type="checkbox"/> Communicate information about self through drawing.
Display an appreciation of some of the beliefs, practices and expressions of persons from different religious faiths	<input type="checkbox"/> Listen to sacred texts relating to parts of the body <input type="checkbox"/> Create a short prayer to the Creator, giving thanks for specific parts of the body
Create musical compositions exploring varied elements of music	<input type="checkbox"/> Use body percussion and classroom instruments to accompany singing <input type="checkbox"/> Use simple movements associated with jingles/songs to share information about their bodies <input type="checkbox"/> Express their understanding of a concept/poem/story in musical form <input type="checkbox"/> Maintain a steady beat while using parts of the body as sound markers <input type="checkbox"/> Create jingles/songs/dub poetry about parts of the body
Explore simple locomotor, non-locomotor actions, pathways and levels with basic control and coordination.	<input type="checkbox"/> Demonstrate movements within their own space. <input type="checkbox"/> Create rhythmic patterns at all levels with or without a partner <input type="checkbox"/> Develop control in ball skills when throwing, catching and kicking <input type="checkbox"/> Use parts of the body to explore space <input type="checkbox"/> Develop the ability to run and dodge

Focus Question 1: What Do I Look Like And What Can I Do?	
Attainment target(s):	Objective(s):
Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.	<input type="checkbox"/> Use selected communication devices to share ideas about parts of the body with other classes
Estimate, compare and use various types of measurements Collect, organize, interpret and represent data and make inferences by applying knowledge of statistics and probability.	<input type="checkbox"/> Measure the lengths of using strings, steps, hand span, strips of cardboard and other informal units of measurement <input type="checkbox"/> Estimate and measure items relating to self, using non-standard and units of measurements. <input type="checkbox"/> Represent numerical information pictorially <input type="checkbox"/> Construct and interpret tables and pictographs using numbers, pictures and objects

Suggested Teaching and Learning Activities – Focus Question 1: What Do I Look Like And What Can I Do?	Key Skills	Assessment
<p>Students will: In groups, observe and compare the external parts of the body (a) the head and parts; (b) upper limbs and parts; (c) lower limbs and parts. Discuss what they look like using terms such as <i>'bigger than'</i>, <i>'taller than'</i> etc. Use the singular and plural forms while discussing parts of the body. Express themselves in sentences. Read sight words related to parts of the body. Create jingles/songs/dub poetry about parts of the body. Post composition to class wiki for other classes to read. Compose sentences about what they look like paying attention to line and space and the usage of capital and common letters.</p>	Observe peers Compare external parts Discuss Read sight words Use singular and plural forms	External parts of the body correctly identified Singular and plural forms correctly used Sentences composed with capital and common letters used correctly Line and space used appropriately Words related to parts of the body accurately read

Suggested Teaching and Learning Activities – Focus Question 1: What Do I Look Like And What Can I Do?	Key Skills	Assessment
<p>Talk about what the head and its parts can do. E.g. the head has eyes to see and ears to ear etc. Talk about how the various parts are important. Depict, through role-play what happens when speech, hearing or sight is impaired. Use cut-outs of basic shapes to complete design of the head and its parts. E.g. triangle for nose, square for head etc. Write sentences to describe their design. Read sight words related to the head and its parts.</p> <p>Sing action songs to show what the upper limbs and parts can do. E.g. <i>'Fingers and thumbs keep moving.'</i> Talk about the use of the upper limbs and parts. E.g. using their hands to take care of themselves, e.g. I use my hands to keep myself clean, to communicate - hands wave hello, clap and count.</p> <p>Talk about how they can also communicate with their hands using sign language. Observe videos of children demonstrating a few simple signs such as 'thank you', 'please', 'good morning,' 'good afternoon' etc. Practise using these signs. Write sentences about what the hands can do.</p> <p>Walk briskly while singing action songs such as 'Around the Walls of Jericho.' Talk about what the lower limbs and parts can do. Write sentences about what the feet can do. Listen to/read Bible stories and other sacred stories about the use of the lower limbs. E.g. The Battle of Jericho. Discuss what role the limbs played in the stories</p>	<p>Create jingles/songs/dub poetry Post compositions online Discuss use of head Read sight words Draw and label Write sentences Role-play</p> <p>Discuss use of upper limbs Compose sentences</p> <p>Discuss use of lower limbs Sing songs Write sentences</p>	<p>Jingles/songs/dub poetry created with appropriate words Jingles/songs/dub poetry posted to class wiki</p> <p>Roles of parts of the head discussed and correctly identified Sentences appropriately describe drawings Role-play appropriately demonstrates functions of head and parts Design satisfactorily completed</p> <p>Use of upper limbs and parts appropriately identified</p> <p>Sentences correctly reflect what hands can do</p> <p>Sentences written accurately</p>

Suggested Teaching and Learning Activities – Focus Question 1: What Do I Look Like And What Can I Do?	Key Skills	Assessment
<p>Use their hands and feet to create music as accompaniment for lyrics about external parts of the body using varied elements (dynamics, tempo, rhythm) by clapping, tapping, snapping the fingers, and stomping the feet at given prompts.</p> <p>In pairs, use various parts of the body to complete non-standard measure (e.g. hand span, length of stride, handful). E.g. How many steps from the door to the chalk board? Estimate measurements using these non-standard units and discuss their results. Talk about non-standard measures and accuracy of measure. Re-measure some of the distances using standard units of measurement e.g. string and metre strips. With teachers assistance present results in a table using the headings standard measure and non-standard measurement.</p> <p>Make drawing/model of the outline of the body. Use cut-outs or drawings to place the parts of the head on the outline. Sing songs about the body parts. E.g. ‘Head and shoulders, knees and toes...’ Label the different parts of the outline. Write two sentences to give thanks to God for the creation of their bodies.</p> <p>Learn songs or poems about the senses. Given a series of short activities related to each of the five senses, e.g.: listen and identify sounds on tape; look at objects such as an orange with a magnifying glass; smell lemon, dish-washing liquid; identify objects in a bag by feeling; taste salty and sweet foods. Answer questions asked by teacher about the five senses and where the sense organs are located in the body, e.g.: How did you find out</p>	<p>Make rhythm Differentiate loud and soft sounds</p> <p>Measure distances Estimate measurements Follow instructions Measure Compare measurements</p> <p>Draw/make models Label outlines</p> <p>Observe for information, answer questions, manipulate materials and equipment</p>	<p>Elements satisfactorily demonstrated</p> <p>Measurements appropriately taken using standard and non-standard units of measurement Logical estimations of distances made Instructions appropriately followed Accurate comparisons of estimates and measurements made</p> <p>Drawings/models of the outline of the body satisfactorily made Parts of the head accurately labelled</p> <p>Sense organs and functions correctly identified</p>

Suggested Teaching and Learning Activities – Focus Question 1: What Do I Look Like And What Can I Do?	Key Skills	Assessment
<p>what was in the bags? Which part of your body did you use when you listened to the tape? Listen to a story read by teacher/audio recording and point to the relevant sense organ or wriggle whole body for touch e.g. I could smell the toast burning.</p> <p>Talk about the five senses and their importance to their everyday living. Go on a nature walk and use their senses to identify things in the environment e.g. texture, (rough/smooth); sound, colour, scent.</p> <ol style="list-style-type: none"> I. Discuss what they observe while on the nature walk and compose sentences to make a language experience story. As a class, read the story orally. II. With guidance of the teacher, complete table provided to categorize what they have observed with the senses while on the nature walk. III. Mime, with emphasis on facial expressions, their reactions to a particular taste, e.g. salty, sour, bitter, and sweet. Decide which taste they are miming. 	<p>Observe/Explore environment Follow instructions Categorize observations Compose class story Mime reactions to taste</p>	<p>Things in nature accurately identified, using the senses Things in nature appropriately categorized Language Experience Story meaningfully composed using sentences generated from nature walk Story read with fluency Instructions accurately followed Reactions to taste appropriately mimed</p>
<p>Use parts of the body, e.g. hands or feet to make prints on paper or other medium. Display their artwork.</p>	<p>Make prints</p>	<p>Prints made appropriately on paper/ other medium</p>
<p>Learn and perform the fundamental steps of the Maypole and Quadrille to develop coordination, movement and memory skills while dancing to mento music. Play cultural games such as Dandy Shandy and Manuel Road.</p>	<p>Coordinate movements</p>	<p>Movement steps and coordination appropriately demonstrated</p>
<p>Listen excerpts of music identifying and comparing distinguishing features such as timbre (sound quality), texture, rhythm and</p>	<p>Identify elements of music</p>	<p>Elements of music satisfactorily identified</p>

Suggested Teaching and Learning Activities – Focus Question 1: What Do I Look Like And What Can I Do?	Key Skills	Assessment
<p>other stylistic features.</p> <p>Use the body to do various movements in space with or without apparatus/partner e.g. Hopping while waving, or dodging a ball. Create simple rhythmic patterns such as clapping two beats and hopping once, as they move to music with a change in tempo at intervals.</p>	<p>Create rhythmic patterns</p>	<p>Rhythmic patterns satisfactorily created</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Discuss the different parts of the body and show what they can do ✓ Accurately identify the words related to the external parts of the body ✓ Read sight words related to the external parts of the body ✓ Use singular and plural forms when talking about the external parts of the body ✓ Compose sentences using capital letters and full stop correctly paying attention to line and space ✓ Compose jingles/songs/dub poetry about external parts of the body ✓ Post to class wiki jingles/songs/dub poetry about external parts of the body ✓ Draw and label parts of the head ✓ Role-play what the parts of the head can do ✓ Make an outline or model of the body ✓ Sing action songs related to external parts of the body ✓ Create language experience story ✓ Work cooperatively to complete language experience story ✓ Read the story orally ✓ Use hands and feet to create music ✓ Use facial expression to mime reactions to the four tastes ✓ Make prints of hands or feet ✓ Compare measurement using non-standard and standard measures ✓ Create movement sequence/patterns with/without apparatus and /or partner ✓ Perform fundamental steps of the Maypole and Quadrille 		

Suggested Teaching and Learning Activities – Focus Question 1: What Do I Look Like And What Can I Do?	Key Skills	Assessment
<p>Points to Note: Practice with students what it means to step heel to toe.</p> <p>Ensure students with challenges are included in activities Demonstrate safe, respectful, responsible and clear online communication</p> <p>Students should only taste food they carry from home. If students taste food, ensure they wash their hands before doing so and that tables etc. are clean. Do not allow foods to become contaminated. Put things to be smelt into covered containers e.g. a box with plastic wrap with holes in it, so that they cannot be eaten by mistake.</p> <p>Demonstrate safe, respectful, responsible and clear online communication</p>		<p>Extended Learning: Start a Sign Language Club to help students to communicate with the hearing impaired.</p> <p>Use their understanding of tactics and composition to see how they can improve their performance. A higher level of control and precision is expected.</p>

Prior Learning

Check that students can:

- Demonstrate understanding of concept of print –

UNITS OF WORK GRADE 1 TERM 1 UNIT TWO

Focus Question 2: In what ways do I grow and what do I need to grow?	
Attainment Target(s):	Objective(s):
<p>Recognize and make distinctions between home language and SJE to improve/acquire language and literacy competencies</p> <p>Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices</p> <p>Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words</p> <p>Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</p> <p>Reflect on and critically respond to literature and other texts, on paper and on screen</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempt to use SJE structures to express themselves. <input type="checkbox"/> Recognize sight words related to the growth process and food providers <input type="checkbox"/> Read with fluency, grade appropriate texts <input type="checkbox"/> Use basic word recognition strategies to decode words <input type="checkbox"/> Use pictures to develop stories <input type="checkbox"/> Use pronouns 'I', 'me', 'my' <input type="checkbox"/> Display the ability to use capital and common letters <input type="checkbox"/> Develop and ask questions related to the growth process and food providers <input type="checkbox"/> Retell stories relating to food providers <input type="checkbox"/> Respond to characters in poems about the growth process <input type="checkbox"/> Express their understanding of a story or poem relating to groups in any form of the creative arts
<p>Explore selected life processes in humans, the interdependence between living things in the environment, and how lifestyles determine health and well-being in humans.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss changes that occur in their body over time <input type="checkbox"/> Explain why food is essential for healthy growth
<p>Estimate, compare and use various types of measurements</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Estimate and measure self and others using non-standard units for measurement of height

Focus Question 2: In what ways do I grow and what do I need to grow?	
	<input type="checkbox"/> Use non- standard units of measurement <input type="checkbox"/> Show and tell time on the clock (on the hour)
Display an appreciation of some of the beliefs, practices and expressions of persons from different religious faiths	<input type="checkbox"/> Identify ways of giving thanks to the Deity for food
Understand the processes and forces that have formed the physical and built environment.	<input type="checkbox"/> Discuss the provision of different foods for healthy grown <input type="checkbox"/> Identify individuals who provide for healthy growth
Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects solve problems and make informed decisions.	<input type="checkbox"/> Navigate digital content on offline/online sources to learn about telling time on the hour.
Perform varied repertoire of music for an audience Listen to and appraise music to develop an understanding of musical elements.	<input type="checkbox"/> Perform songs related to growth/food <input type="checkbox"/> Respond to basic musical cues/symbols as they listen and perform.
Create art using different materials, processes and Elements	<input type="checkbox"/> Use the elements of art in creating drawings/models of foods
Begin to develop control and co-ordination of physical movements. Create and perform simple movement patterns	<input type="checkbox"/> Combine different movement patterns at different levels in self and general space in order to portray growth

Suggested Teaching and Learning Activities – Focus Question 2: In what ways do I grow and what do I need to grow?	Key Skills	Assessment
<p>Students will: View teacher-created multimedia presentation/pictures showing stages of development from infancy – toddler- Grade 1. Compare and discuss changes in body size, height and length of arms as they grow. Talk about things they did at each stage of development. Write or type simple sentences about their growth. Save typed sentences to electronic portfolio created in Unit 1.</p> <p>In pairs, estimate and compare their heights using the terms taller, shorter etc. Measure each other’s height using standard (cord, string) and non-standard forms of measurement (less than a metre, greater than a metre). Predict the heights they think they will reach when they are adults.</p> <p>In small groups develop a simple dance which depicts physical growth from birth to their present stage of development (includes movements in both self and general space)</p> <p>Observe pictures of foods/food samples and discuss why we eat food. Copy and complete sentences using names of foods using common and capital letters appropriately. Read sentences using relevant decoding skills e.g. sounding out initial and final consonants.</p>	<p>Organize pictures Compare pictures Discuss changes</p> <p>Estimate and compare Measure heights Make predictions Compose simple sentences Navigate digital content</p> <p>Create movements Demonstrate coordination/control</p> <p>Discuss purpose of food Apply decoding skills Compose sentences</p>	<p>Pictures appropriately compared and discussed Simple sentences about pictures appropriately written/typed Electronic portfolios updated with simple sentences</p> <p>Heights appropriately estimated and compared Heights appropriately measured using standard/ non-standard units</p> <p>Movements created and coordinated appropriately to depict physical growth</p> <p>Decoding skills appropriately applied Sentences appropriately composed</p>

Suggested Teaching and Learning Activities – Focus Question 2: In what ways do I grow and what do I need to grow?	Key Skills	Assessment
<p>Draw groups of foods and identify each group as a set. Write numerals to represent the set. Keep a checklist of the foods they eat at school. Use information in class text or digital sources to help them draw conclusions about the nutritive value of the foods on checklist.</p> <p>Draw/paste a picture of their favorite food. Talk about how their favorite food can help their bodies. Use home language/SJE to talk about why they believe their food is nutritious. Compose/trace/copy sentences about their favorite food paying attention to capital letters and full stop.</p> <p>Talk about persons who help in providing food, e.g. <i>farmer, cook, vendor</i>. Read words generated, focusing on the initial sound of each word. Learn to recognize on sight, words such as <i>plant, water, bake, cook, thank, alive</i>, etc. Write one sentence about each provider. Use Speak-Easy Mode to talk about favourite food provider. Create a thank you card for any of the providers of food. <i>Make a drawing of two of their favourite foods.</i></p> <p>Talk about the sequence and time of meals, (e.g. Breakfast and lunch). Find/insert time (hours) on the clock. Use available interactive websites/educational software to play games about telling time on the hour.</p> <p>Read stories about different food providers and retell stories indicating clear beginning, middle and end. In small groups, mime favourite part of story and have peers determine the part of story presented. Perform folk songs about different</p>	<p>Associate numerals with groups Develop and maintain checklist Draw conclusions</p> <p>Communicate Draw Compose sentences</p> <p>Discuss roles of food providers Decode words Create thank-you card Write sentences Discuss time sequence Use clock Navigate digital content Communicate ideas</p> <p>Retell stories Mime Respond to cues</p>	<p>Foods appropriately associated with numerals Logical conclusions drawn about the nutritive value of foods</p> <p>Sentences have appropriate capital letters and full stops.</p> <p>Roles of food providers appropriately identified Words accurately decoded Thank –you card satisfactorily created Sight words correctly recognized Clock accurately used to tell/find time Digital content navigated to tell the time correctly</p> <p>Stories satisfactorily retold, indicating major segments Favourite parts of stories appropriately mimed and identified by peers</p>

Suggested Teaching and Learning Activities – Focus Question 2: In what ways do I grow and what do I need to grow?	Key Skills	Assessment
<p>providers; responding to musical cues as they sing.</p> <p>Talk about and demonstrate ways by which they give thanks to the creator for supplying their food - pray, sing songs. Create short prayers to express their thanks for food provided. Use the pronouns 'I' and 'We' appropriately in the sentences/lines generated.</p> <p>View picture sequence which conveys a simple story plot involving some element of food. Use sequence to generate ideas for story. Develop class story from generated ideas. Create a big book to show case story and display in reading corner.</p>	<p>Sing folk songs</p> <p>Discuss ways of giving thanks</p> <p>Create prayers</p> <p>Use personal pronouns</p> <p>Generate ideas</p> <p>Develop class story</p> <p>Create big book</p>	<p>Appropriate response made to musical cues</p> <p>Ways in which they give thanks to the Creator appropriately identified</p> <p>Prayers satisfactorily expressed thanks</p> <p>Personal pronouns appropriately used in sentences/lines</p> <p>Class story logically and interestingly developed</p> <p>Big book satisfactorily developed</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Use home language/ SJE to clearly communicate ideas ✓ Respond appropriately to questions and directions addressed in SJE ✓ Demonstrate understanding and appreciation for their physical development over a specific time sequence ✓ Demonstrate understanding of the purpose of food ✓ Show appreciation for the providers of food, including their deity ✓ Estimate, measure and compare their heights with that of their peers ✓ Recognize sight words appropriate to grade ✓ Apply relevant decoding skills in order to read words ✓ Use the clock appropriately to indicate time ✓ Navigate digital content successfully and tell the correct time ✓ Associate numerals with words ✓ Draw logical conclusions about the nutritive value of different kinds of food 		

Learning Outcomes		
<ul style="list-style-type: none"> ✓ Use personal pronouns ✓ Use capital and common letters ✓ Retell stories, indicating beginning, middle and end ✓ Respond to characters in poems and stories ✓ Create simple class story 		
<p>Points to Note: Guide students into exercising sensitivity regarding the heights of their peers as they engage in measurement activities.</p> <p>Remind students to:</p> <ul style="list-style-type: none"> ✓ Work cooperatively using digital resources ✓ Use proper keyboarding techniques 	<p>Extended Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measure family /community members and record their heights. Compare the heights of individuals measured <input type="checkbox"/> Continue to demonstrate respect and appreciation for providers of food outside of the classroom. Maintain journal/log of reflections/experiences 	

Prior Learning

Check that students can:

- Demonstrate understanding of concept of print –

UNITS OF WORK GRADE 1 TERM 1 UNIT TWO

Focus Question 3: How Do I Take Care Of My Body?	
Attainment target(s):	Objective(s):
Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies	Students will: <ul style="list-style-type: none"> <input type="checkbox"/> Use home language/SJE to talk about how they care for their bodies <input type="checkbox"/> Ask and respond appropriately to questions about how they take care of their bodies <input type="checkbox"/> Use parts of the verb 'to be', 'has' 'have' <input type="checkbox"/> Use the pronouns 'I', 'me', 'my' 'you' <input type="checkbox"/> Use capital and common letters and full stops appropriately
Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately	
Recognise the value of physical activity to their fitness/health	<ul style="list-style-type: none"> <input type="checkbox"/> Apply a combination of movement skills to different rhythms in general space with (manipulation and balance) and without apparatus. <input type="checkbox"/> Play mini games which include one, two, or a combination of skills
Display an appreciation of some of the beliefs, practices and expressions of persons from different religious faiths	<ul style="list-style-type: none"> <input type="checkbox"/> Give thanks to God for their bodies <input type="checkbox"/> Recognize the importance for the need to rest
Explore selected life processes in humans, the interdependence between living things in the environment, and how lifestyles determine health and well-being in humans.	<ul style="list-style-type: none"> <input type="checkbox"/> Describe ways in which we take care of our bodies <input type="checkbox"/> Identify daily personal habits needed to take care of the body.
Develop an understanding of the interdependent relationship between man and his environment.	<ul style="list-style-type: none"> <input type="checkbox"/> Describe ways in which we take care of our bodies <input type="checkbox"/> Identify daily personal habits needed to take care of the body.
Create musical compositions exploring varied elements of music	<ul style="list-style-type: none"> <input type="checkbox"/> Compose/recite songs/jingles about caring for the body. <input type="checkbox"/> Apply relevant accompanying skills to enhance singing

Focus Question 3: How Do I Take Care Of My Body?	
<p>Know the value of numerals and associate them with their names, numbers and ordinals</p> <p>Collect, organize and interpret information in practical situations.</p>	<p><input type="checkbox"/> Write the numerals 11 through 20 and associate them with the corresponding words.</p> <p><input type="checkbox"/> Identify details on a graph or chart</p> <p><input type="checkbox"/> Make general statements and draw conclusions based on information collected.</p>
<p>Explore the use of the elements of art in picture-making and other art forms</p>	<p><input type="checkbox"/> Use pictures/painting/drawings to create a poster depicting the theme “Caring for my body”</p> <p><input type="checkbox"/> Demonstrate an understanding of how the elements of art work together to produce art by creating pictures, paintings and drawings.</p>
<p>Express a range of feelings and emotions through the enactment of dramatic scenarios</p>	<p><input type="checkbox"/> Dramatize the various ways in which the body is cared for.</p>
<p>Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others</p>	<p><input type="checkbox"/> Use selected communication devices to share ideas about their classmates water intake</p>
<p>Follow instructions in the execution of simple tasks.</p>	<p><input type="checkbox"/> Demonstrate their understanding of care of the body.</p>

Suggested Teaching and Learning Activities – Focus Question 3: How Do I Take Care of My Body?	Key Skills	Assessment
<p>Students will: Talk about personal hygiene and what they need to do to take care of their bodies. (Clean clothes; hair care; and oral care). Observe pictures/videos/teacher-created multimedia presentations related to appropriate personal hygiene showing general cleanliness. Talk about the important things to do for cleansing the different parts of the body and how often they should be done. Use models to demonstrate ways of taking care of their bodies. Compose sentences about personal hygiene using ‘is’, ‘are’, ‘has’, ‘have’ while paying attention to capital and common letters. Recite/compose jingles/poems about personal hygiene.</p> <p>In groups create a <i>Personal Hygiene Chart</i> using the headings ‘What’ (part of the body to be cleanse) ‘How’ (cleansing process) and ‘When’ (how often). On the chart draw/paste pictures and write sentences using the pronouns ‘I’, ‘me’, ‘my’ ‘you’. Prepare a <i>Squeaky Clean Kit</i> for the class. Include items such as hand sanitizer, hand towel (paper), lotion, liquid hand soap, toilet tissue etc. Use kit in class at appropriate times.</p>	<p>Observe, manipulate Talk about care of body Demonstrate care of body Compose sentences</p> <p>Compose/recite poems, jingles</p> <p>Communicate Create Discuss Draw/paste Write</p>	<p>General cleansing correctly demonstrated Importance of personal hygiene stated The verbs ‘is’, ‘are’, ‘has’ ‘have’ correctly used in sentences</p> <p>Poems/jingles satisfactorily compose/recited</p> <p>Personal Hygiene Chart satisfactorily created Squeaky Clean Kit contains appropriate items Pronouns ‘I’, ‘me’, ‘my’ ‘you’ correctly used in sentences</p>
<p>Use home language/SJE to talk about why they believe their food is nutritious. Compose/trace/copy sentences about their favorite food paying attention to capital letters and full stop. Compare various types of food using the colours of the traffic light and what they mean. (Green light foods are healthier, yellow light foods should be eaten sparingly, red light foods should be avoided.) Draw/make a traffic light and use it to compare various types of food.</p>	<p>Compose sentences Compare foods</p>	<p>Sentences composed correctly</p>

Suggested Teaching and Learning Activities – Focus Question 3: How Do I Take Care of My Body?	Key Skills	Assessment
<p>about provision of food. E.g. The feeding of the five thousand. Write short notes thanking God for providing food for them.</p> <p>Talk about the benefits of drinking water. Compose/trace/copy sentences about the importance of drinking water. In groups, create line plots to ascertain how many cups of water they drink each day (Either paste their name card above a numeral representing cups or paste pictures of cups above each of their names.) Display their group’s line plot for discussion. Compare their water intake to the recommended amount shared by the teacher. Send a class email to another class informing them about the water intake of each group of students.</p> <p>Sing/compose songs/jingles/poems related to the importance of drinking water. Post songs/jingles/poems on class/school notice board. Talk about the significance of water in the Bible and other sacred text. E.g. The waters of Marah and healing</p> <p>Create posters on the theme <i>Taking Care of My Body</i>. Draw/paint use digital devices to search for pictures on personal hygiene, eating right, exercise, children drinking water and resting for the poster. Write sentences for each area. Place posters in designated areas around the school.</p>	<p>Discuss benefits of water Create line plots Compose sentences Send email</p> <p>Create poems/songs/jingles</p> <p>Create posters Browse and search digital devices</p>	<p>Importance of drinking water discussed appropriately recognized Line plot satisfactorily created Email successfully sent</p> <p>Poems/songs/jingles appropriately created</p> <p>Posters satisfactorily created</p>
<p>Talk about the importance of physical exercise and how this helps in taking care of their bodies. Talk about the type of physical exercises they do at home. E.g. playing football. Participate in activities such as tag games and track and field to develop transport skills e.g. running, jumping, hopping etc.</p>	<p>Discuss types of exercise: leaping , sliding, hopping, rotating, dodging skills</p>	<p>Importance of physical exercise appropriately recognised Various sporting activities satisfactorily</p>

Suggested Teaching and Learning Activities – Focus Question 3: How Do I Take Care of My Body?	Key Skills	Assessment
Talk about why sleep (rest) is essential for growth, learning and keeping healthy. Watch videos/teacher-created multimedia presentations/ read books about the importance of sleep. Draw pictures and write sentences about sleeping.	Discuss sleep Create sentences	Importance of sleep appropriately recognized Sentences correctly composed
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Demonstrated general personal hygiene practices ✓ Use parts of the verbs ‘to be’ use in sentences when writing about personal hygiene ✓ Compose and record poems/jingles/songs about taking care of the body ✓ Use the traffic light system to categorize foods in the three groups of green light, yellow light and red light foods respectively. ✓ In groups create a Personal Hygiene Chart to demonstrate their understanding of how to take care of self ✓ As a class prepare a Squeaky Clean Kit to practice their understanding of personal hygiene while at school ✓ Use the pronouns ‘I’, ‘me’, ‘my’ ‘you’ in sentences when talking and writing about taking care of their body ✓ Understand the terminology ‘nutritious/healthy foods’ ✓ Use capital and common letters and full stops when writing about caring care of themselves ✓ Sing songs related to eating healthy ✓ Read books offline/online about eating healthy ✓ Create class journal/portfolio about the categories of food ✓ Print food patterns for classroom decorations ✓ As a class, create a line plot to show information about the amount of water they drink daily for a week. ✓ Discuss the importance of drinking water in order to keep the body healthy ✓ Use class email to send a group email to another class telling them about the importance of keeping themselves hydrated by drinking water. ✓ Create posters on the theme <i>Taking Care of My Body</i> ✓ Discuss the importance of rest and sleep as a part of taking care of their body 		

Suggested Teaching and Learning Activities – Focus Question 3: How Do I Take Care of My Body?	Key Skills	Assessment
<p>Points to Note:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Each student will create a page for the Class Food Book. Place in class library. <input type="checkbox"/> If a child is allergic to certain foods, then that food would also be a red light food. 	<p>Extended Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have students create posters showing aspects of proper hand-washing and post them throughout the school and near bathrooms. <input type="checkbox"/> Read books online/offline about eating healthy to gain additional information. <input type="checkbox"/> Create an audio version of the Food Portfolio. Type their sentences and record it using presentation software. Play in class to reinforce reading. <input type="checkbox"/> Draw/paint/print pictures of fruits and vegetables on a large paper and laminate to use as placemats. 	

NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 1 INTEGRATED STUDIES

TERM 2 – UNIT 1

Prior Learning

Check that students can:

- Relate basic information about themselves and their families
- Construct simple sentences or write short phrases
- Work co-operatively in groups

UNITS OF WORK GRADE 1 TERM 2 UNIT ONE

Focus Question 1: What Is A Family And Who Are My Family Members?	
Attainment target(s):	Objectives:
Know and value the contributions of communities and institutions in fostering national, regional and international integration.	<input type="checkbox"/> Formulate simple definition of a 'family'. <input type="checkbox"/> Identify general characteristics of a family. <input type="checkbox"/> Construct a family tree depicting three generations. <input type="checkbox"/> Demonstrate an appreciation and acceptance of the uniqueness of family structures
Display an understanding and appreciation of own heritage, and of the culture and heritage of own family group	<input type="checkbox"/> Identify and name own parent(s), grandparents and great grand-parents <input type="checkbox"/> Outline the relationships between generations
Explore materials and processes used in making art	<input type="checkbox"/> Create works of art using information collected about their family <input type="checkbox"/> Create three dimensional (3D) models of their families
Know the value of numerals, associate them with their names, numbers, ordinals and use concrete objects to model patterns, expression and numbers	<input type="checkbox"/> Use ordinal numbers to talk about positions in families <input type="checkbox"/> Represent their family size as sets and on a line plot <input type="checkbox"/> Associate members of sets with numerals <input type="checkbox"/> Associate numerals with number names <input type="checkbox"/> Compare sets <input type="checkbox"/> Construct simple mathematical sentences
Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact	<input type="checkbox"/> Use Standard Jamaican English to respond to questions about family members. <input type="checkbox"/> Use forms of the verb 'to be' appropriately <input type="checkbox"/> Compose simple sentences or short phrases about the family <input type="checkbox"/> Display the ability to use capital and common letters when writing the names of family members

Focus Question 1: What Is A Family And Who Are My Family Members?	
Attainment target(s):	Objectives:
Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events	<input type="checkbox"/> Write briefly about family experiences in journals or portfolios <input type="checkbox"/> Draw conclusions from pictures and written material
Express a range of feelings and emotions through the enactment of dramatic scenarios	<input type="checkbox"/> Use theatre games to explore the structure of the family
Explore simple locomotor, non-locomotor actions, pathways and levels with basic control and coordination. Explore basic movement skills and concepts in simple group activities Develop the understanding and skills that support healthy, safe, and active individuals	<input type="checkbox"/> Use personal and general space in play and other activities <input type="checkbox"/> Perform locomotor and non-locomotor actions related to games about members of a family <input type="checkbox"/> Take turns in physical activities <input type="checkbox"/> Engage in regular physical activities
Listen and appraise music to develop an understanding of musical elements. Perform varied repertoire of music for an audience	<input type="checkbox"/> Create jingles/songs/poem about the family <input type="checkbox"/> Use body percussion and classroom instruments to create rhythmic patterns to accompany music about the family <input type="checkbox"/> Listen and sing songs about the family responding to musical cues and gestures
Recognize that religion contributes to shaping our identity and guides our understanding of the meaning and purpose of life	<input type="checkbox"/> Discuss sacred writings about the family <input type="checkbox"/> Recognize that the human family is considered to be the family of God <input type="checkbox"/> Respond to creation stories about the origin of the family structure
Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.	<input type="checkbox"/> Use digital devices to make an audio recording of jingles/songs/poem about the family.
Follow instructions in the execution of simple tasks.	<input type="checkbox"/> Identify resource and technology used by family members to enhance life and make tasks easier

Suggested Teaching and Learning Activities – Focus Question 1: What Is A Family And Who Are My Family Members?	Key Skills	Assessment
<p>Students will: Play the game “The Farmer in the Dell/Den...” and discuss members of the family highlighted in the game. Think about who lives in their house E.g. mother, cousin, grandmother etc. Examine and talk about pictures/video clips of different groups of people whose activities suggest that they are families; E.g. wedding, at the dinner table, cleaning the home, washing dishes, playing games. Select an image of one of the activities that they can relate to or that interest them. Think/Pair/Share in small groups to answer the question “<i>What is a family?</i>”, “<i>Who is part of a family?</i>”</p> <p>In groups, arrange word cards (prepared by teacher) to write a definition of the word ‘family’. Read and copy arranged sentence in books and use capital letters and full stops appropriately. Paste words related to family members on word wall and spell them. Write a poem/song about what family means to them. Read/Listen to sacred writings on the family e.g. The first family in the Bible and share ideas about how the first family originated. Role -play parts of the story.</p> <p>Make a mural of "Family Members." Use an outline of a house shape to paste on the mural. Draw and colour members of their family who lives with them on strips of paper/fudge stick and paste it on the house. Count and write number names to represent the members of their family. Talk about the drawings and write words/sentences about the drawings. E.g. <i>There are _____ members in my family.</i> Read books online/offline about families. Create jingles/songs/poems about families. Use appropriate recording device to record compositions. Share their creation in class for classmates to learn their compositions.</p>	<p>Draw conclusions Communicate ideas</p> <p>Organize words Copy information Read sentences Read and spell words Create song/poem Share ideas</p> <p>Draw/colour family members</p> <p>Count and write number names family members Write sentences Create jingles/songs/poems Record compositions</p>	<p>Conclusions drawn from pictures appropriate Ideas about the family communicated effectively</p> <p>Word cards appropriately arranged to define the word ‘family’ Sentences appropriately copied using capital letters and full stops Words placed on word wall and correctly spelt Song/poem created with suitable content Ideas about first family communicated effectively. Drawings appropriately represented family members Number names written correctly Jingles/songs/poems appropriately created and recorded</p>

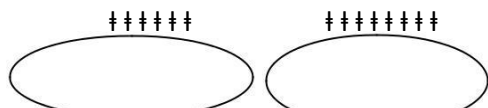


© Ministry of Education, Youth and Information, Jamaica. 2018

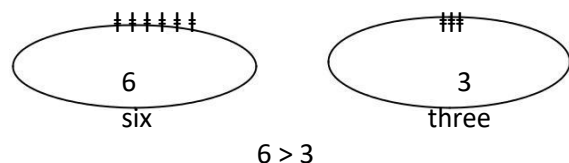
Suggested Teaching and Learning Activities – Focus Question 1: What Is A Family And Who Are My Family Members?	Key Skills	Assessment
<p>Create a family album by placing photographs or drawings of each family member that lives with them. Write the common noun describing each person (e.g., father, sister, etc.) Write word/one sentence about how they are related to them using the forms of the verb 'to be' - 'am' 'is' 'are'. (e.g., My uncle is my father's brother). Invite family member(s) to a "Family Visiting Day." Introduce family member(s) to the class and talk about what is special about that family member. Share the family album with the family member.</p> <p>Prepare simple questions for interviewing grandparents and do the interview e.g.:</p> <ul style="list-style-type: none"> - What is/was the name of your mother/father? - How did they get their family name? - In which parish did they grow up? - What jobs do/did they do? <p>Use one or more of the creative arts, (drama, music, movement, and visual arts) share findings of interview with peers.</p> <p>Sings songs about family e.g. "Father Abraham has many sons..." to talk about relatives in their family. Use teacher-created template to complete a family tree that will depict the children, parents, grandparents and great grandparents. Use cut outs/ drawings of family members to complete frames. Write sentences using simple adjectives and forms of the verb 'to be' to describe their family tree. Listen and role play to sacred stories relating to family lineage. E.g. Adam or Abraham and his descendants.</p> <p>Make a line plot to show the number members of their family. Make statements about family size by studying the graph.</p>	<p>Create album Write sentences Explain drawings Write words/sentences Use verb 'to be' Identify qualities</p> <p>Formulate questions Present ideas</p> <p>Identify family members Construct family tree Use adjectives Role play</p> <p>Paste paper Analyze graph</p>	<p>Family album appropriately created Word/sentence correctly written Special qualities of family members appropriately identified</p> <p>Interview questions appropriately formulated Findings from interview creatively presented</p> <p>Family tree satisfactorily represents members and their relationships Adjectives and the verb 'to be' appropriately used Role-play appropriately reflects family lineage</p> <p>Papers are suitably pasted on chart Information on graph is analyzed</p> <p>Sets correctly represent family sizes</p>

**Suggested Teaching and Learning Activities –
Focus Question 1: What Is A Family And Who Are My Family Members?**

Talk about the size of their family as members of a set; for example,



Associate each set with a numeral. In groups, compare their family sizes with those of their peers using the symbols for 'equal to', 'greater than' and 'lesser than' =, < and >. Write mathematical sentences on paper and mount in class.



Compare their family sizes with those of their peers (from graph) using the terms 'bigger' and 'smaller'. Decide the size of their family and write sentences to illustrate and draw pictures to represent numbers. E.g. My family is _____ Talk and write about how many males and females are in their families. Paste news words generated on word wall for study.

Talk about the position of themselves and siblings within the family using ordinal numbers such as 1st, 2nd, 3rd. e.g. Draw pictures of their siblings and themselves and circle their position. Read and write the ordinal number and ordinal names.

Create a picture collage (montage) of their immediate family members or use modelling materials such as play dough/ clay/ papier mache to create models of their family or draw and cut out all the members of their family who lives with them and make the figures into a mobile. Label their mobile e.g. *The _____ Family Mobile.*

Key Skills

Represent sets
Associate sets with numerals/words
Compare sets
Write mathematical sentences

Draw conclusions
Write sentences

Identify position
Write ordinals

Create collage/models
Make mobile

Assessment

Numerals accurately associated with word names
Sets accurately compared
Mathematical sentences appropriately written

Appropriate conclusion drawn about the size of their family
Sentences correctly reflect number of males and females

Position in family correctly identified
Ordinal number and name correctly read and written
Collage/models satisfactorily represent family members
Mobile created and labeled with correct number of family members

Suggested Teaching and Learning Activities – Focus Question 1: What Is A Family And Who Are My Family Members?	Key Skills	Assessment
<ul style="list-style-type: none"> ✓ Associate sets with numerals and numerals with words ✓ Use common nouns to refer to family members and talk about special qualities they possess ✓ Develop and describe basic family tree ✓ Use simple adjectives appropriately to describe their family tree ✓ Formulate simple questions and conduct interviews with family members ✓ Identify their position in their family and use ordinal numbers to represent ✓ Create models/collages/mobiles to represent their families ✓ Demonstrate the use of accurate rhythm and melody in the performance of songs, including those relating to the family ✓ Identify details in written material ✓ Infer information from stories/pictures read and viewed ✓ Listen appropriately and concentrate to follow rhythms ✓ Use locomotor and non-locomotor movements in personal and general space ✓ Demonstrate the skills of turn-taking and concentration as they perform physical activities 		
<p>Points to Note: The family is also addressed in Grade 2. Care should therefore be taken to deliver this unit within the boundaries specified (as dictated by focus question) so as not to overload students with content. To host the Family Visiting Day teachers should ensure that each student has a family represent. If an adult is not able to make it, a relative from another class could attend.</p>	<p>Extended Learning Allow students to conduct an interview with a family member they would like to know more about. Ask them about what they think when they hear the word ‘family’ and what it means to them. Share ideas with a classmate and say what family means to them. Play ring games learnt in this unit outside of the classroom in order to build exercise routine. Write in their journal about any changes in their family structure; for example, a new baby, a step-parent, and grandparent etc. joining the family. Reinforce oral development by allowing students to recreate their family album digitally using appropriate software. Include text, audio and pictures. Share with class.</p>	

Prior Learning

- Define the concept/word family
- Identify their family members

UNITS OF WORK GRADE 1 TERM 2 UNIT ONE

Focus Question 2: How Do Family Members Care For Each Other?	
Attainment target(s):	Objectives:
<p>Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</p> <p>Listen to and respond to speakers' messages.</p> <p>Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Write simple sentences to describe how family members care for each other <input type="checkbox"/> Use family pictures to develop stories about caring for each other <input type="checkbox"/> Write freely in response to stimulus about how family members care for each other <input type="checkbox"/> Use full stop and question mark <input type="checkbox"/> Recognise that spoken language involves interaction and courtesy. <input type="checkbox"/> Respond to questions and directions addressed in SJE. <input type="checkbox"/> Respond to questions characters or situations in print about caring for each other <input type="checkbox"/> Respond to and use the present continuous tense.
<p>Know the value of numerals and associate them with their names, numbers.</p> <p>Use the basic operations with numbers and number patterns</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Show an understanding of <i>'fair share'/equal share</i>
<p>Recognize the contribution of individuals who have helped to shape Jamaica's development over time.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify ways in which family members depend on each other <input type="checkbox"/> Discuss the rights and responsibilities of different members of a family <input type="checkbox"/> Explain why the family has rules <input type="checkbox"/> Discuss some of the rules in their family <input type="checkbox"/> Discuss how family members care for the physically challenged or older members of the family

Focus Question 2: How Do Family Members Care For Each Other?	
Attainment target(s):	Objectives:
Express a range of feelings and emotions through the enactment of dramatic scenarios	<input type="checkbox"/> Use the creative arts to demonstrate how family members interact and or display courtesy to each other <input type="checkbox"/> Express their understanding of a story or poem about caring for family members using the creative arts
Demonstrate an awareness of individual and collective rights, their application, and attendant responsibilities	<input type="checkbox"/> Identify responsible actions to take if their human rights are violated
Create art work using a variety of materials and tools	<input type="checkbox"/> Use drawings to show how family members care for each other
Create musical compositions exploring varied elements of music	<input type="checkbox"/> Create jingles/ songs/dub poetry about how families care for each other
Demonstrate an awareness of some of the ways in which religion influences changes in the lifestyles of persons within society	<input type="checkbox"/> Develop an awareness of their capabilities and responsibilities as stewards within the family <input type="checkbox"/> Develop an appreciation of the fact that they are accountable to themselves, God and the human community of which they are a part <input type="checkbox"/> Become aware of their personal values and those of family members <input type="checkbox"/> Demonstrate an awareness of the relationship between personal and family stewardship
Explain movement skills and concepts in simple group activities Develop the understanding and skills that support healthy, safe and active individual	<input type="checkbox"/> Demonstrate movements within their own space and create rhythmic patterns at all levels with or without a partner

Suggested Teaching and Learning Activities – Focus Question 2: How Do Family Members Care For Each Other?	Key Skills	Assessment
<p>Students will: In groups, observe pictures/videos of adults demonstrating care for children; (a) providing for physical needs e.g. food (b) socially e.g. supporting each other (c) emotionally e.g. saying kind words and (d) spiritually e.g. meeting each other’s spiritual needs. Discuss ways in which they have experienced these types of caring from their caregiver. Write prayers thanking the Creator for caring for them. Sing songs that reflect family members caring for each other.</p> <p>Look at charts/videos/teacher-created presentations showing adults providing physical care for children. E.g. buying clothing, transporting them to school/doctor/clinic/hospital, allowing play time etc. Role play their experiences about how their family makes these provisions for them. Write sentences about acts of care they have experienced from family members using full stop and question mark correctly. Make an appreciation item e.g. card to give to a caregiver(s) thanking him/her for providing for their physical needs.</p> <p>Observe charts/videos of families honoring elders, helping the physically challenged, showing courtesy, sharing, obeying the laws of the land and respect for each other. Talk about how their family demonstrates any of the caring acts observed. Role play some of the scenarios observed from the pictures/videos to re enforce the importance of these responsibilities in families. Create an “I Care Flag” by drawing family members demonstrating any social acceptable behaviour e.g. helping an elderly family member. Write a word/phrase on the flag. Sing songs such as “Peace is a flag flowing from the castle of my heart...” while waving the flag. Substitute ‘peace’ for words/phrases written on their flags.</p>	<p>Discuss ideas Share experiences Write sentences Make item</p> <p>Discuss ideas Write sentences Role play scenarios</p> <p>Write rules Listen to stories Discuss consequences</p> <p>Discuss roles</p>	<p>Caring actions discussed Experiences shared Sentences suitably written Appreciation item made creatively</p> <p>Ideas generated from discussion appropriately Sentences suitably written full stop and question mark Adequate levels of interaction in role play done</p> <p>Rules written Consequences of disobeying rules appropriate</p> <p>Roles discussed meaningfully</p>

Suggested Teaching and Learning Activities – Focus Question 2: How Do Family Members Care For Each Other?	Key Skills	Assessment
<p>Talk about who usually makes the rules at home. From a teacher-generated list, write/copy/trace two family rules that they have at home. Talk about the consequences of disobeying the selected rules. Listen/relate to stories of how family members contribute to the family and the community. E.g. A community member saving someone from drowning/a burning building.</p> <p>Observe videos/pictures showing family members performing different roles. Answer teacher-generated questions about the pictures/videos. Think about what each of their family member does at home to show that they care and answer questions such as <i>Who takes care of the children? Who does the washing in your family?</i></p> <p>Fold a sheet of paper in four equal parts. In each section illustrate and write a word/phrase/sentence about “How We Show Care At Home” (e.g. Father cooks our dinner.) Talk about their illustrations with the class and use a teacher-created template to conduct a survey to determine the most common tasks performed by adults and children. Talk about responsibilities that are appropriate for adults and children.</p> <p>Talk about rights and responsibilities that they have at home that demonstrate caring acts. E.g. right to food, kind words, right to be cared for, responsible to do homework etc. Draw a picture/role play a family performing a caring act. Write a word/phrase/sentence about it.</p> <p>Cut pictures from magazines, newspapers etc. that shows the rights of children being demonstrated. Paste pictures on construction/cartridge paper to create a “The Rights of the Child in Pictures.” class book. Write sentences beneath each picture e.g. <i>“My name is _____. In my family I have a right to _____”</i></p>	<p>Communicate ideas Write/copy/trace</p> <p>Illustrate roles Write sentences</p> <p>Conduct survey Discuss responsibilities</p> <p>Talk Draw pictures Role play</p> <p>Cut pictures Create book Write sentences</p>	<p>Ideas about rules communicated in at least two simple sentences</p> <p>Roles illustrated appropriately Sentences written appropriate to illustrations</p> <p>Survey analyzed and conclusions drawn Ideas about responsibilities suitably discussed</p> <p>Meaningful discussions about rights and responsibilities Pictures drawn appropriate Scenes role played effectively to convey ideas</p> <p>Pictures taken are appropriate Book created and placed in class library with sentences suitable for each picture</p>



© Ministry of Education, Youth and Information, Jamaica. 2018

Suggested Teaching and Learning Activities – Focus Question 2: How Do Family Members Care For Each Other?	Key Skills	Assessment
<p>Create a class collage showing family members working together as a team. Write/copy request permission to share family pictures with class.</p> <p>Talk about fair sharing among family members. Practise equal sharing among their group members. Be given sets of objects (e.g. pencils, coins, cards, marbles etc.) partition the objects one at a time, to each group member to ensure that the sharing is fair. Write a sentence to tell how many each member got and how many were in the whole set. Sing songs that illustrate caring such as the song from the Barney Show or ‘The more we are together....’ Talk about the words in the song <i>“The more we are together, the happier we shall be; for your friend is my friend and my friend is your friend....”</i> Use sequences of movements in the song to re enforce concepts of caring.</p> <p>Use body language to depict acts of care givers (e.g. angry, unkind, and disinterested). Classmates will identify what action is being depicted. Classmates will perform the positive action that could replace these. Make a list orally of kind words that caregivers can use with family members. Read/listen to Bible stories e.g. The Good Samaritan to highlight the understanding of caring and support.</p> <p>Listen to /view sacred writings about forgiveness. E.g. the Story of Joseph and His Brothers. Respond to questions about how his father felt, how the brothers reacted and how family members should treat each other. Talk about their experiences of doing wrong to each other and receiving forgiveness. Create a “Forgiveness Card” for a family member.</p>	<p>Create collage Write sentences</p> <p>Discuss fair sharing Practise ‘Partitioning’ Count items Sing songs</p> <p>Discuss the concept of caring</p> <p>Role play List words Read/Listen to stories Provide re enforcement for moral/ethical values Develop the attitude of empathy</p>	<p>Collage created Questions phrased correctly</p> <p>Fair sharing discussed Partitioning accurately done Correct number of items written</p> <p>Ideas about caring discussed Evaluation of accurate portrayal of characters</p> <p>Cards appropriately designed Pictures properly sequenced</p>

Suggested Teaching and Learning Activities – Focus Question 2: How Do Family Members Care For Each Other?	Key Skills	Assessment
<p>Play games that demonstrate care. Form two parallel lines similar to that in the “London Bridge” game with the students facing each other. Send a child at a time between the lines, with the students patting the student on the shoulder while offering words of praise, affection and appreciation etc. until each child has passed under the bridge.</p> <p>Participate in a range of physical activities e.g. general exercising, able tennis or other minor games e.g. jump rope, as part of a family recreation and describe what makes each activity enjoyable.</p> <p>Compose jingles/ songs/dub poetry that describes how family members care for each other, using varied elements of music e.g. tempo, rhythm and correct pitch. Sing to popular tune e.g. “Mulberry Bush” Sing the song while tapping the beat/pulse.</p>	<p>Create card Follow instructions</p> <p>Develop gross motor skills coordination</p> <p>Compose jingles/ songs/dub poetry Sing with accurate pitch and rhythm</p>	<p>Instructions correctly followed</p> <p>Evaluate levels of cooperation, timing and coordination of movements</p> <p>Jingles/ songs/dub poetry composed with appropriate content</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Discuss the caring actions of caregivers ✓ Share views about how their family care for each other ✓ Write sentences which identify caring activities ✓ Make appreciation items ✓ Generated ideas from discussion about socially acceptable behaviours ✓ Depict appropriate scenarios and actions to identify and emphasize socially acceptable behaviours ✓ Create collages that depicts the behaviours/ideas of the how family members work together as a team ✓ Demonstrate their understanding of partitioning ✓ Demonstrate their understanding of equal sharing ✓ Work collaboratively with each other ✓ Demonstrate an understanding/awareness of cooperation, timing and coordination of movements ✓ Compose jingles/ songs/dub poetry with appropriate content 		

Suggested Teaching and Learning Activities – Focus Question 2: How Do Family Members Care For Each Other?	Key Skills	Assessment
<p>Points to Note:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Issues of stereotype can be addressed when taking about responsibilities of family members <input type="checkbox"/> Where religious roles exist in families the student(s) should not be judged by the teacher or students. <input type="checkbox"/> Teacher should read the Convention on the Rights of the Child before the lesson on rights and responsibilities of children in the family. 	<p>Extended Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a photo essay depicting how their family shows care for them. Use appropriate digital device to do a slide show or similar presentation, to include text, audio. <input type="checkbox"/> Digitize the “The Rights of the Child in Pictures,” class book to assist with oral speech development. 	

Prior Learning

Check that students can:

- Define the term 'family'
- Describe the basic structure of their families
- Can communicate information in a logical sequence

UNITS OF WORK GRADE 1 TERM 2 UNIT ONE

Focus Question 3: What Are The Activities In Which I Participate with My family?	
Attainment Target(s):	Objectives:
Develop approaches to the writing process to enable them to organise their ideas into a coherent structure including, layout, sections and paragraphs	<input type="checkbox"/> Use SJE/home language to communicate ideas about family activities <input type="checkbox"/> Compose Language Experience stories to share ideas about family activities <input type="checkbox"/> Sequence ideas logically as they write about their family experiences <input type="checkbox"/> Use the correct forms of verb 'to be' to communicate ideas about family activities <input type="checkbox"/> Use personal pronouns to communicate ideas about family activities
Identify the months of the year and the days of the week (use the focus on the sequential nature of time) Associate month with events such as school activities, holidays, birthdays etc.	<input type="checkbox"/> Tell the time (read the clock) on the hour and half hour <input type="checkbox"/> Identify special family occasions on the calendar <input type="checkbox"/> Use estimation in comparing time spent on various family activities (hour, half hour) <input type="checkbox"/> Use a calendar in class and refer to it at appropriate times.
Develop an understanding of the interdependent relationship between man and his environment Understand rituals and celebrations in specified contexts	<input type="checkbox"/> Identify key activities in which families participate. <input type="checkbox"/> Demonstrate how to work cooperatively as a family <input type="checkbox"/> Discuss special occasions celebrated by families <input type="checkbox"/> Express feelings about their participation in family activities <input type="checkbox"/> Compare major activities of different families <input type="checkbox"/> Demonstrate family values regarding respect for national symbols and activities
Demonstrate an awareness of some of the ways in which religion influences changes in the lifestyles of persons within society	<input type="checkbox"/> Identify religious activities in which families are involved <input type="checkbox"/> Show appreciation for the religious values that are embedded within some family activities

Focus Question 3: What Are The Activities In Which I Participate with My family?	
Attainment Target(s):	Objectives:
Listen and appraise music to develop an understanding of musical elements Create musical compositions exploring varied elements of music Perform varied repertoire of music for an audience	<input type="checkbox"/> Perform songs about the activities of their families <input type="checkbox"/> Perform rhythmic pieces
Explore simple locomotor, non-locomotor actions, pathways and levels with basic control and coordination. Explore basic movement skills and concepts in simple group activities Develop the understanding and skills that support healthy, safe, and active individuals	<input type="checkbox"/> Participate in traditional and contemporary dances as an example of a family activity <input type="checkbox"/> Practise and recall movements in particular sequences and patterns
Explore and create, exercising critical thinking skills throughout the dramatic process Express a range of feelings and emotions through the enactment of dramatic scenarios Appreciate and critique dramatic works	<input type="checkbox"/> Use different drama modes to reflect activities in which families participate <input type="checkbox"/> Provide feedback to peers on their presentations about family activities
Create art work using a variety of materials and tools	<input type="checkbox"/> Create art pieces on family activities
Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.	<input type="checkbox"/> Create a digital story showing their experience of being involved in a family activity.
Manipulate materials and use simple tools in the execution of given	Use tools to create items related to family activities

Suggested Teaching and Learning Activities – Focus Question 3: What Are The Activities In Which I Take Part In With My Family?	Key Skills	Assessment
<p>Students will: Describe special days that families celebrate, e.g. birthday, mothers’ day, fathers’ day, christening/blessing/ baptism. Emphasize that families have fun on special days. Outline other activities in which the family takes part, e.g. worshipping, going on trips, going to fairs/concerts, etc. Write simple sentences about their experiences during one of these events. Read to each other.</p> <p>Talk about times that are meaningful to families e.g. prayer time, meal times, and fun day. Use clocks (real or improvised) to show on the hour and on the half-hour when these events occur. Play games to practise asking and responding to questions such as “what is the time?”, “it is” Talk about duration of time spent on each family activity. Compose jingles about favourite family time activities using known or created rhythms. Perform jingles for classmates.</p> <p>Use songs about birthdays, e.g. “Those who are born in January” etc., State how often one has a birthday and how birthdays are celebrated – date, gifts, parties, etc. Identify the names of days of the week and months of the year on a calendar. Write and read the name of a parent and the month in which he/she was born, paying special attention to the formation of letters.</p> <p>Listen to and then role-play portions from sacred texts about the dedication of special characters such as Samuel. Use the hot- seating mode to talk about their observation/knowledge of the Christening/Blessing of baby exercise. Critique classmate’s presentation. Write two sentences using the correct forms of the personal pronouns and the verb ‘to be’ – ‘am’, ‘is’, ‘was’ their sentences.</p>	<p>Identifying special family days Compose sentences Use SJE Read sentences</p> <p>Identify family time Read clock Respond to questions Estimate time</p> <p>Read calendar Identify days of week Identify months of year Write/read names of parents and months</p> <p>Use music elements Use body percussion/instruments Make journal entries Role-play Design and make costumes</p>	<p>Special family days appropriately identified and described Other family activities appropriately identified Sentences reflect adequate details about family activities and are appropriately constructed capitalization, punctuation, use of verbs and personal pronouns)</p> <p>Selected family time correctly identified Accurately read clock on the hour/half- hour Appropriate responses given to questions in terms of content and clarity Time spent on family activities reasonably estimated Jingles contain relevant content and an interesting rhythm</p> <p>Calendar accurately read Accurately write and read the names of parents and months on which they were born</p> <p>Musical elements such as tempo and dynamics are satisfactorily used to create particular rhythms Appropriate responses given to cues from teacher Different rhythms appropriately combined to produce class rhythm</p>

Suggested Teaching and Learning Activities – Focus Question 3: What Are The Activities In Which I Take Part In With My Family?	Key Skills	Assessment
<p>In small groups, each representing members of the family - e.g. Mother, Father, Sister, and Brother create individual group rhythmic pattern and then joined together to make a class rhythmic piece paying special attention to tempo and dynamics.</p> <p>Talk about Jamaica’s national celebrations and say how families participate, e.g. eating, drinking, participate in cultural dances. Name and identify national symbols e.g. National Bird, National Flag. Examine the Jamaican flag and state the patterns, shape and colour. Colour a pre-prepared outline of the Jamaica flag. Talk about the significance of the flag and the rules governing its treatment. Use puzzle pieces to assemble the flag. Sing the Jamaican National Anthem observing the correct posture while facing the flag.</p> <p>Talk about the Jamaican motto ‘Out of Many One People’. Talk about the different ethnic groups in the class/school/community e.g. Negros, Chinese etc. Observe pictures/videos of families in the various ethnic groups identified. Talk about the different clothing, food etc. associated with these family celebrations. Take something from home associated with these celebrations for “Show and Tell”. Create list with words associated with this activity and read words. Use charts to build language experience stories. Read stories about</p>	<p>Describe emotions Use forms of verb ‘to be’ Use personal pronouns Ask/Answer questions</p> <p>Identify national celebrations Count symbols Analyse symbols Associate symbols with names Draw and colour Maintain pitch and duration</p> <p>Sort and paste pictures Label pictures Read words Compose stories</p>	<p>Entries indicate adequate reflection</p> <p>Important activities surrounding birth of characters are satisfactorily presented. Costumes are appropriate and creatively done</p> <p>Emotions of characters clearly described Personal pronouns appropriately used Questions appropriately formulated and acceptable responses given</p> <p>National celebrations in which families engage are meaningfully examined Symbols accurately counted Symbols appropriately analysed in terms of patterns, shape and colour Symbols appropriately labeled/named National/other symbols satisfactorily drawn and coloured Pitch and duration are accurate and are satisfactorily maintained</p> <p>Pictures appropriately sorted under headings Picture accurately labeled Words accurately decoded Language Experience Stories meaningfully developed</p>

Suggested Teaching and Learning Activities – Focus Question 3: What Are The Activities In Which I Take Part In With My Family?	Key Skills	Assessment
<p>children from different cultures. E.g. Anancy stories.</p> <p>Talk about a picnic as a possible family outing. Use the calendar to identify a possible date and count the number of days to the event. In groups, form small family units designate roles to each family member. Within the family units name one activity and list the items that will be needed for the picnic. Complete sentences prompts in preparation for the picnic .eg. <i>We are the __family; We have __members in our family</i> etc. Display sentence strips for whole class reading. Talk about their experiences after the picnic. Create a digital picture story about the picnic (using photographs taken) and write/record three simple sentences about what happened.</p> <p>Suggest and play games that can be done with the family at the picnic. Show respect for family members during this activity. e.g. ‘Mother/Father may I...’ and “Bull in the Pen..”</p> <p>The game should get the members to move freely about and to use their bodies at different levels.</p>	<p>Share information Describe experience Draw and colour Compose sentences Create digital/non-digital stories</p> <p>Create games Move in personal/general space Move bodies at different levels Coordinate movements Apply sequence Identify</p>	<p>Relevant information about field trip clearly communicated to peers Special experiences appropriately described Favourite scene from trip appropriately illustrated or digital/non-digital stories satisfactorily created Sentences reflect appropriate structure and communicate relevant ideas</p> <p>Games are interesting and involve coordinated movement of the body at different levels in personal and general space of games Sequence appropriately indicated through the use of ordinal numbers</p>
<p style="text-align: center;">strengths/weaknesses</p> <p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Clearly communicate the importance of family engagement in personal and national activities ✓ Compare and contrast their family activities with those of other families ✓ Accurately read the clock on the hour and half hour ✓ Make reasonable estimation of time spent on family and other activities ✓ Compose simple sentences appropriately ✓ Respond appropriately to questions 		

Suggested Teaching and Learning Activities – Focus Question 3: What Are The Activities In Which I Take Part In With My Family?	Key Skills	Assessment
<ul style="list-style-type: none"> ✓ Appropriately respond to instructions ✓ Design and construct different art forms related to their family activities ✓ Draw and colour pictures relating to family activities appropriately ✓ Demonstrate logical sequence in oral and written communication ✓ Create digital/non-digital stories showing participation in a family activity ✓ Coordinate movements in personal and general space ✓ Accurately count items ✓ Appropriately analyse symbols in regard to pattern, colour and shape 		
<p>Points to Note:</p> <p>Be open to non-traditional family activities which may be suggested by students, which have not been mentioned or implied in this unit.</p> <p>Daily sing the Jamaican National Anthem observing the correct posture while facing the flag in order to encourage patriotism.</p> <p>In addition to bringing the items they could also wear them for “Show and Tell”</p> <p>To Do for Picnic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Picnic can be done in the class/school yard. Be creative <input type="checkbox"/> Following sentences should project: future activities, at least one rule and some items needed. 	<p>Extended Learning</p> <p>Encourage their families to take them on trips to other places of cultural interest; for example, the Taino Museum in Spanish Town. Write about their experiences in their journals.</p> <p>Play different games with their families such as video (Power Rangers, Pokémon) board games (Snake & Ladder, Chess, and others</p>	

NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 1 INTEGRATED STUDIES

TERM2 – UNIT2

Prior Learning


Check that students can:

- Recognise basic things in their home

UNITS OF WORK GRADE 1 TERM 2 UNIT 2

Focus Question 1: What are the things in my home and what are they used for?	
Attainment target(s):	Objective(s):
Create art work using a variety of materials and tools	<input type="checkbox"/> Create 2D and 3D models of things in the home
Explore selected life processes in humans, the interdependence between living things in the environment, and how lifestyles determine health and well-being in humans.	<input type="checkbox"/> Classify things within the home <input type="checkbox"/> Relate how tools/machines within the home help to make life easier.
Demonstrate an awareness of some of the ways in which religion influences changes in the lifestyles of persons within society	<input type="checkbox"/> Demonstrate an appreciation for items in their home which have religious significance.
Create musical compositions exploring varied elements of music Perform varied repertoire of music for an audience	<input type="checkbox"/> Compose lyrics for songs relating to things in the home <input type="checkbox"/> Create or imitate sounds heard in the home using elements of music for presentation to an audience.
Explore paths, geometric shapes and space and make generalization about geometric relationships within the environment	<input type="checkbox"/> Identify shapes found on objects in the home.
Explore simple locomotor, non-locomotor actions, pathways and levels with basic control and coordination.	<input type="checkbox"/> Use personal and general space in play and other activities
Explore things found in the wider community which can also be identified at home	<input type="checkbox"/> Relate things in the home to the areas in which they are usually found. <input type="checkbox"/> Identify the uses of things in the home <input type="checkbox"/> Group things in the home in various categories <input type="checkbox"/> Compare the things found in the in home and the wider community: then and now.
Express a range of feelings and emotions through the enactment of dramatic scenarios	<input type="checkbox"/> Use drama modes to communicate activities done in the home

Focus Question 1: What are the things in my home and what are they used for? Suggested Teaching and Learning Activities – Focus Question 1	Key Skills	Assessment
<p>Students will: Close their eyes and think about the things found in the home (indoor, outdoors). Talk about and list the things found in the home. Draw and colour some of the things found in the home. Observe teacher prepared chart/digital presentation of general items found in the home (indoor, outdoors). Talk about what the items in the picture are used for, e.g. bed for sleeping, ladder for climbing. Make sentences about uses of things in the home, e.g. “I sleep in my bed”, “The painter climb the ladder” and read these from flip chart/sentence strips. Use pictures to make a collage and dramatize some activities done in the home.</p> <p>Group the things they have drawn under specific headings: a. where they are most commonly found, e.g. Stove in kitchen Read the names of items from teacher-prepared cards. b. Non-Living: furniture, tools, appliances, utensils etc. c. Living Things: cat, dog, chicken, plants etc. d. Natural and man-made. e. Material e.g. rough, smooth, plastic, board, glass, metal With teacher’s assistance, use the words in one of the groupings to write about things in the home. Use familiar words to practise singular and plural forms, e.g. bed/beds; table/tables; plant/plants.</p> <p>Use items in the home as percussion instruments to create sounds. Use objects from the home to play different rhythms and present with simple choreography to an audience. Talk about their observations as a class. Identify animals in the home and sounds they make. E.g. dog barks, frog croaks etc. Match things in the home to the sounds they make e.g. the door</p>	<p>Using memory to visualize, make 2D representations, classify, create 3d models, communicate</p> <p>categorize Collaborate, communicate, Read and write analyze, pluralize words, thinking critically</p> <p>distinguish sounds, creating rhythm and movement, work cooperatively in group, investigate relationships, communicate ideas</p>	<p>Correct grouping of things in home Accurate 2D illustrations of things in the home 3d models accurately represents things in the home</p> <p>Correct use(s) given for each household item Correct pluralization of things that are many in a room</p> <p>Steady beat maintained in rhythm Accuracy of rhythm to pulse Observations communicated clearly</p>

Focus Question 1: What are the things in my home and what are they used for? Suggested Teaching and Learning Activities – Focus Question 1	Key Skills	Assessment
<p>bangs, kettle whistles etc. Identify shapes on the items found in the home. E.g. rectangles on doors, circles on clocks etc. Individually used shapes (cutouts) to create patterns and describe them or continue patterns started by teacher e.g.  e.g. Create jingles about the basic shapes found in the home. Make shape books in which they draw/paste and colour pictures of objects which are found in the home.</p> <p>View teacher-created digital story OR pictures about the religious items found in homes. Talk about the sacredness/use of these items. Compose a poems/songs on religious items found in the home. Perform their composition for the class. Where possible, record the songs/poems using available technologies such as computers. Listen to and discuss each other’s creations.</p> <p>Listen to and ask questions of an older resident to the class to give an account of what life was like for families in the past and what type of things there were in the home for families to use for different purposes. Make comparisons of findings as to what they have in their homes today in relation to the things in homes of the past in order to make life easier.</p> <p>Play an activity called “Musical Shapes In Personal Space”. Talk about playing together safely in personal space. Locate a personal space. Use music (recorded/body percussion) to perform a locomotor skill e.g. skip, jump. Form a shape that is called out by the teacher .e.g as wide a rectangle. Form capital I while trying to form a shape.</p>	<p>identify and classify shapes, complete patterns, create jingles</p> <p>Observe, contribute to discussions, Communicate, performance of poems/songs</p> <p>Ask questions, listen for information, make comparisons</p> <p>Use locomotor skills Use personal space</p>	<p>Shapes on household items correctly classified Patterns complete accurately</p> <p>Accuracy of pitch and rhythmic presentations</p> <p>Appropriate comparisons made of household items of the past and present</p> <p>Ability to move safely with the use of locomotor skills Working cooperatively in general space Personal space effectively</p>

Focus Question 1: What are the things in my home and what are they used for? Suggested Teaching and Learning Activities – Focus Question 1	Key Skills	Assessment
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ name and correctly match some items in the home with their uses ✓ independently create sentences about items in the home with proper past tense form and pluralisation ✓ classify things in the home using various given criteria ✓ write about things in the home ✓ use SJE when talking about things in the home ✓ produce accurate representation of the items found in the home ✓ sing with correct pitch and rhythmic accuracy ✓ present rhythms composed to an audience ✓ produce a good impression of the texture of an object in the home ✓ use at least two geometric shapes to make a pattern/picture of an item in the home ✓ work co-operatively in carrying out assigned tasks 		
<p>Points to Note: Not all pupils have access to ICT facilities/equipment- teachers should therefore seek volunteers where suggested activities require the use of such equipment. Teacher should pre- record sound for the relevant activities Teacher should always display students work each week. Teacher can highlight similarities between animals, plants and foods found in Biblical and modern home environments.</p>	<p>Extended Learning Making additional models of objects found in the home, for class display: battery-operated, manually-operated, man-made, natural objects etc.</p>	

Prior Learning

Check that students can:

- Identify uses of things in the home

UNITS OF WORK GRADE 1 TERM 2 UNIT 2

Focus Question 2: How Do I Care For The Things In The Home And Use Them Safely?	
Attainment Target(s):	Objective(s):
<p>Explore the environment in order to relate everyday experiences to simple scientific concepts and processes.</p> <p>Begin to appreciate the variety of living things and how they are supported by the environment.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe ways they can take care of things in their homes. <input type="checkbox"/> Observe and discuss the symbols used on products within the home to help keep them safe. <input type="checkbox"/> Identify hazards and risks to their safety at home. <input type="checkbox"/> Demonstrate willingness to care for things in their home
<p>Develop an understanding of the interdependent relationship between man and his environment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify how things in the home are protected and cared for by authority figures. <input type="checkbox"/> Explain how they use safety rules and information to protect themselves and others in the home. <input type="checkbox"/> Discuss awareness of and appreciation for safety rules and guidelines for the home. <input type="checkbox"/> Conduct a simple survey on the number and types of pets found the home <input type="checkbox"/> Analyze the data and write two sentences to explain their findings
<p>Identify religious rules and other rules that provide guidance for right and wrong conduct</p> <p>Acknowledge that rules do not only govern religion but they also govern all aspects of life.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the importance of rules and regulations within the home. <input type="checkbox"/> Identify rewards/consequences for acceptable/unacceptable behaviours with regard to the care and safe use of things in their home. <input type="checkbox"/> Apply religious principles and teachings as they relate to things in the home.
<p>Create musical compositions exploring varied elements of music</p>	<p>Compose lyrics for songs relating to safety at home</p>

Focus Question 2: How Do I Care For The Things In The Home And Use Them Safely?	
Attainment Target(s):	Objective(s):
Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.	Use ICT tools to make journal entries about caring for living things in the home.
Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.	Use ICT tools to create electronic presentations, posters about the care and safety of living things in the home.
Express a range of feelings and emotions through the enactment of dramatic scenarios	Use drama modes to highlight how things in the home are used and cared for

Suggested Teaching and Learning Activities – Focus Question 2 How do I care for the things in the home and use them safely?	Key Skills	Assessment
Students will:		
<p>Take to school pictures of their pets at home or create a drawing of one they would like to have. They will then use the pictures and write how they care for their pets using present tense. For example: “I feed my dog every day”. They will then post these on the chart provided by the teacher. Create a sound collage of different pets that are in homes. Discuss varying sounds and the meanings they may convey. They can discuss the consequences of not caring for their pets and animals in the home. <i>(Teacher can introduce the Jamaica Society for the Prevention of Cruelty of Animals [JSPCA] and other places that house animals, such as the Hope Zoo).</i> Begin journal entry (manual or electronic) for five school days about their tasks in caring for animals.</p>	<p>Make 2D model, Compose sentences, Use past tense form, Contribute to discussions Make journal entries</p>	<p>Sentences appropriately constructed using past tense form. Process of caring for animals documented in appropriate sequence Appropriate journal entry made</p>
<p>Carry out a simple pet survey. Use a table/pictograph to show the number and types of pet that the children have at home. Add pets to show how many each child/group/class has. Compare types of pets. <i>(Teacher should emphasize the concepts of less than/more than.)</i></p>	<p>Develop questions, conduct survey, construct tables/graphs, make comparisons</p>	<p>Table/pictograph correctly constructed and represents accurate survey information</p>
<p>Take to school pictures of or create drawings of plants in their homes. Discuss the care of plants and why and how they need to be cared for. Complete journal entry about their tasks in caring for plants.</p>	<p>Make 2D model, contribute to discussions, make journal entries</p>	<p>Logical arguments given for why and how plants are cared for. Process of caring for plants documented in appropriate sequence</p>
<p>Use the created drawings to make a class ‘big book’ (resource book) about caring for plants and animals in their homes.</p>	<p>Manipulate materials, Organize information,</p>	<p>Appropriate drawings in ‘big book’ Meaning reflections in journals Pictures/drawings depict meaningful information</p>

Suggested Teaching and Learning Activities – Focus Question 2 How do I care for the things in the home and use them safely?	Key Skills	Assessment
<p>Discuss and compare the different resources that are needed for plants and animals to survive. Make posters/presentation (electronic/non-electronic) about the effective care of plants and animals. <i>(Posters should depict the resources that plants and animals need to survive.)</i></p> <p>Demonstrate through role play, how they feel when things they own in the home are not cared by other family members. Draw faces to show the emotions they feel at such times, e.g. sad, angry. Express how a person sounds when happy, sad or angry when something in the home is cared for/not properly cared for. Create lyrics in to present in form of either song or dub poetry to class about some emotions and dramatize how they are used and cared for.</p> <p>Take a toy to school for “Show and Tell”. Share about its use, treatment and storage. Create posters (electronic/non-electronic) showing safe use and storage of toys in the home. Use the primary colours to decorate the poster.</p> <p>Use the “hot seat” dramatic mode to share and lead a discussion on why we should not play games such as football in the house. Share in a teacher-led discussion on games that are appropriate for play in the house. Create jingles/songs about safety.</p> <p>Discuss the safe use of items in the home, e.g. electric iron, stove etc. Identify objects, rooms, or areas in the house that are unsafe for children and why. Listen to stories of rules that can be applied at home. E.g. Shadrach, Meshach and Abednego. Discuss the warning labels found in the home. Draw the symbols and/or write the phrases on a cartridge paper/construction paper. <i>(Teacher could draw warning symbols on a drawing board/Bristol</i></p>	<p>Draw/colour/paste, Communicate information, Make posters/presentations</p> <p>Role play, contribute to discussions, make comparisons, create, communicate information, make 2D drawings,</p> <p>Communicate ideas through posters, show due regard to safety</p> <p>Ask and answer questions, participate in discussions</p> <p>Participate in discussions, classify and make associations</p>	<p>Posters/presentations contain accurate information about care of plants and animals.</p> <p>Face drawings and sound imitations correctly match mood being communicated</p> <p>Posters contain accurate information on the safe use and storage of toys in the home</p> <p>Appropriate questions asked and answers given to questions on why some games should not be played in the house</p> <p>Areas appropriately classified as safe and unsafe</p> <p>Warning labels accurately reproduced Logical sentences written about playing safely</p>

Suggested Teaching and Learning Activities – Focus Question 2 How do I care for the things in the home and use them safely?	Key Skills	Assessment
<p><i>board/cartridge paper/construction paper/bond paper to warn children in their class of dangers in the home. These could be mounted in a particular area of the class.) Discuss ways in which they can keep safe in the house. Write three sentences about playing safely. (Keep the sentences positive. For Example - children should play with a ball outside.)</i></p>	<p>Participate in discussions, make 2D models</p>	
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ show concern and give reasons for caring for things ✓ write sentences using capital letters and full stops ✓ give at least one consequence of misusing certain items ✓ identify some warning symbols on labels ✓ recall and create safety rules ✓ convey the safety message in their creations ✓ contribute towards compiling a ‘big book’ ✓ describe and demonstrate ways of caring for plants and animals using electronic and non-electronic devices ✓ sing with correct pitch and rhythmic accuracy ✓ present rhythms composed to an audience 		
<p>Points to Note: Posters of pets are available from Jamaica Society for the Prevention of Cruelty to Animals (JSPCA) Journal should include sentences, pictures/drawings and details about how, why and when they care for the plants and/or animals in their homes. Teacher should emphasize that playing at home should be done with attention to safe practices Teacher should ensure that sentences about safety are written with a positive emphasis, e.g.: “Children should play with a ball outside.”</p>	<p>Extended Learning Create a poster to display rules for playing safe.</p>	

NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 1 INTEGRATED STUDIES

TERM3 – UNIT1

Prior Learning

Check that students can:

- Tell the name of their school and the community in which it is located.
- Tell the grade they are in, the name of their principal and teacher.
- Describe their uniform – skirt, blouse, tunic, tie, pants, shirt, belt etc. in terms of colour

UNITS OF WORK GRADE 1 TERM 3 UNIT 1

Focus Question 1: How Do I Know My School?	
Attainment Target(s):	Objective(s) Pupils will be able to:
Know and value the contributions of communities and institutions in fostering national, regional and international integration	<ul style="list-style-type: none"><input type="checkbox"/> Understand the term 'environment' and what is meant by this in relation to their school<input type="checkbox"/> Identify the important features of their school and explain what makes them important<input type="checkbox"/> Begin to learn about the history of their school and the location of their School<input type="checkbox"/> Recognize how rules and regulations are effectively used in their school<input type="checkbox"/> Preserve the environment and appreciate the ways in which they need to care for it.<input type="checkbox"/> Tell ways in which they can take care of the school and the things in it.<input type="checkbox"/> Develop basic locational skills in their environment (such as home and school).
Understand and apply aspects of the scientific method	<ul style="list-style-type: none"><input type="checkbox"/> Use process skills to draw conclusions and solve problems – observe, predict, infer, measure, classify and communicate.<input type="checkbox"/> Identify and group objects and materials found in the school using simple characteristics
Demonstrate an understanding of the ideas of sets. Estimate, compare and use various types of measurements. Explore paths and/or shapes in the environment and relate basic mathematical shapes to everyday life.	<ul style="list-style-type: none"><input type="checkbox"/> Observe, compare, classify geometric shapes taken from the environment.<input type="checkbox"/> Create/play games using different shapes.<input type="checkbox"/> Conduct simple surveys to determine safe/unsafe areas around them.<input type="checkbox"/> Sort, group and classify collected data.

Recognize that religion contributes to shaping our identity and guides our understanding of the meaning and purpose of life.	<p>Show by their behaviour that they value rules and regulations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize positive and moral values contained in sacred and other stories. <input type="checkbox"/> work co-operatively with their peers
<p>Listen and appraise music to develop an understanding of musical elements.</p> <p>Create musical compositions exploring varied elements of music.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Locate and perceive the direction and distance of sounds. <input type="checkbox"/> Identify the sources and types of various sounds in the environment. <input type="checkbox"/> Recognize and respond to differences/similarities in sounds (timbre, pitch, duration, dynamics, etc.). <input type="checkbox"/> Utilize body percussion and classroom instruments to explore rhythm and patterns <input type="checkbox"/> Create and imitate sounds heard and add to or change these sounds to express their own ideas. <input type="checkbox"/> Repeat short rhythmic and melodic patterns to freely explore ways in which sounds can be made with voice, body and classroom instruments.
Explore materials and processes used in making art	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to appreciate that different art tools are used to produce art Work. <input type="checkbox"/> Use play dough/clay/papier-mache to create objects found in the school. <input type="checkbox"/> Recognize different textures used in art creations – rough / smooth.
<p>Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</p> <p>Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words</p> <p>Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize that spoken language involves interaction and courtesy. <input type="checkbox"/> Give praise and acknowledge the contributions of others. <input type="checkbox"/> Write and read information about the history of their school.
Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.	Use appropriate digital tools to create photo/digital story about their school.

Suggested Teaching and Learning Activities – Focus Question 1: How Do I Know My School?	Key Skills	Assessment
<p>Students will: Go on a tour of the school to observe its environment. Teacher will provide students with a checklist for them to record as they observe and discuss the location, size, number and shape of important buildings, places and objects in and around the school community. Write sentences about the colour, shape, height, texture, size and movement of things in the school environment. Read sentences to peers.</p> <p>Talk about themselves in regards to their school (grade and uniform worn etc.) upon return from the tour. Discuss how they can care for the things in the school. Create a photo/digital story or use any picture making techniques to create works of art of their school, uniform etc. Share and discuss their creations with their peers.</p> <p>Dramatize being tour guides and visitors using props (clothes, hats, charts) informing classmates about the location, the address (the community and parish) of their school. Discuss the tour. Explore following simple directions to get to a desired destination e.g. Turn left to go to the bathroom and right to go to the cafeteria, forward to go to the Principal’s office etc. Estimate distances to these locations within the school in terms of far/near. Discuss why they would go to these different areas in the school and when is the appropriate time to do so e.g. go to the cafeteria to have lunch when it is lunch time.</p> <p>Discuss with the teacher how old the school is; its motto and the school’s song. Memorise and recite the motto and perform the school’s song incorporating body percussion and other student-made musical instruments.</p>	<p>Observe, collect, record and report Discuss facts Write sentences Read sentences</p> <p>Create photo/digital story Create works of art Communicate</p> <p>Dramatize characters Follow directions</p> <p>Estimate distances</p> <p>Recite motto Perform school song</p>	<p>Information recorded correctly on checklist. Describing words used effectively to express how objects look, move and feel. Sentences written legibly. Sentences read fluently.</p> <p>Constructed stories or works of art creatively depict information about the school</p> <p>Characters dramatized appropriately Directions followed correctly</p> <p>Distances estimated satisfactorily</p> <p>Motto recited correctly Melodic line and rhythmic structure of song performed accurately</p>

Suggested Teaching and Learning Activities – Focus Question 1: How Do I Know My School?	Key Skills	Assessment
<p>Discuss the number of sides, straight and /or curved lines that are in the shapes of buildings in and around their school. Compare these shapes seen in the environment with the geometric shapes. Use play dough/clay/papier-mache to create some of these objects.</p> <p>Participate in a nature walk, feel different surfaces and use a range of describing words to express how the surfaces look and feel. Either use an image capturing device to take pictures of safe and unsafe areas in the school and use appropriate digital device to display pictures for class discussion or draw, paint and display pictures. Work in pairs to describe the pictures taken. Each taking turn to describe and listen.</p> <p>Place a variety of objects from the environment in a class collector’s box. Classify objects based on similar characteristics –how they feel, the sound they make and how they look. Use a combination of objects to design and create simple musical instruments. For example, stones or rice in bottles to make shakers. Discuss the instruments made and the possible sounds they will make. Sing a song for example, “<i>Mary had a little lamb</i>” and use the instruments made to accompany the song paying special attention to pitch, timbre and expression.</p> <p>Listen to/watch video of an animated story, for example, “<i>Jonah and the Whale</i>”. Discuss the importance of rules/following instructions and consequences of disobeying rules. Review the rules of their class and school. In groups, dramatize some of the activities they do at school. Discuss these activities; highlight their favourite activity/activities giving reasons. Create a pictograph/line plot showing the favourite activities of the whole class.</p>	<p>Observe details Identify shapes, straight/curved lines Compare shapes Create objects</p> <p>Observe surfaces Record safe and unsafe areas</p> <p>Communicate ideas</p> <p>Classify objects</p> <p>Design and create instruments Discuss instruments and sounds</p> <p>Listen stories Dramatize activities Create pictograph</p>	<p>Shapes identified correctly</p> <p>Comparisons done accurately</p> <p>Surfaces described accurately Safe and unsafe areas recorded correctly</p> <p>Instuments were appropriately designed and constructed</p> <p>Instructions followed correctly</p>

Suggested Teaching and Learning Activities – Focus Question 1: How Do I Know My School?	Key Skills	Assessment
<p>Children close eyes and listen to all the sounds they hear. Identify the direction the sound is coming from, and what or who is making the sound. Children imitate the sounds, create a sound collage and add movements to the sounds. If possible add melody to create a musical piece.</p> <p>Make a jigsaw puzzle using shapes of things found in the school environment.</p>	<p>Listen, imitate and create sounds</p> <p>Make puzzle</p>	<p>Sound collage created satisfactorily</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Recognize and record information on a checklist ✓ Use describing words to express how objects look, move and feel ✓ Create works of art ✓ Read and write sentences about their school ✓ Construct stories creatively that depict information about their school ✓ Observe lines/sides seen on buildings with geometric shapes in the environment ✓ Follow directions in order to find location within the school ✓ Design and create musical items ✓ Dramatize characters from stories heard ✓ Follow instructions and recite the school’s motto ✓ Create sound collage from sounds heard in the environment 		
<p>Points to Note: Before taking students on tour and nature walk, prepare checklist etc.</p>	<p>Extended Learning Use the geometric shapes to draw a simple floor plan of their school.</p>	

Prior Learning

Check that students can:

- State the name of their school
- Give/tell the name of the community in which their school is located
- Identify specific groups within their school community

UNITS OF WORK GRADE 1 TERM 3 UNIT 1

Focus Question 2: Who Are the People At My School and What do They Do?	
Attainment Target(s):	Objective(s): Pupils will be able to:
Develop an understanding of the interdependent relationship between man and his environment Know and value the contributions of communities and institutions in fostering national, regional and international integration	<input type="checkbox"/> Identify groups to which they belong at school and discuss the responsibilities of members of each group. <input type="checkbox"/> Explain why groups have rules. <input type="checkbox"/> Understand that there are different individuals and groups in one environment who work together for one common purpose <ul style="list-style-type: none"><input type="checkbox"/> Appreciate that each person is unique and has skills and talents to be <input type="checkbox"/> Understand how individual roles support the functioning of the school <input type="checkbox"/> Use role play to demonstrate different job roles of people in school
Collect, organize and interpret information in practical situations and use simple probability language.	<input type="checkbox"/> Sort, group and classify collected data.
Recognize that religion contributes to shaping our identity and guides our understanding of the meaning and purpose of life	<input type="checkbox"/> Work co-operatively with their peers. <input type="checkbox"/> Show by their behavior that they value rules and regulations. <input type="checkbox"/> Recognize people in sacred and other stories, who have contributed to positive and moral values. <input type="checkbox"/> Identify individuals who have helped us to develop moral values
Use the visual arts to respond to individuals' decorative and functional needs	<input type="checkbox"/> Use picture making techniques and/or make models of people in the school environment
Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words Communicate with confidence and competence for different	<input type="checkbox"/> Recognize that spoken language involves interaction and courtesy <input type="checkbox"/> Attempt to use SJE structures to express themselves. <input type="checkbox"/> Describe themselves, others, objects and situations using appropriate words.

<p>purposes and audiences, using SJE and JC appropriately and creatively</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify an audience in their writing.
<p>Express a range of feelings and emotions through the enactment of dramatic scenarios</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Experiment with dramatization of different characters through role play <input type="checkbox"/> Use props to enhance dramatic presentation
<p>Explore the basic movement skills used in various physical activities</p> <p>Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develop control and co-ordination of physical movements through dance and simple activities <input type="checkbox"/> Learn how to take turns and cooperate as teams when playing simple games

Suggested Teaching and Learning Activities – Focus Question 2 Who Are the People At My School and What do They Do?	Key Skills	Assessment
<p>Students will: Name the different groups of people who are in the school and say what they do. Interview people at school about the work they do. Write a report on the interview using complete simple sentences (including use of personal pronouns) about their interviews e.g. “He has worked at this school for.... years”. Use the information to create a book “Workers at School” Describe the nature of the work done by each category of persons in the school and discuss the importance of each task. Do illustrations and write sentences about a given worker.</p> <p>In groups, make representations of persons in the school using puppetry. Explore the texture of art material working with – socks, cardboard, and paperbags (rough, smooth, soft, hard)</p> <p>Read or watch a story, for example, ‘The Ten Lepers’, answer questions based on the story. Discuss different ways they can show thanks. Identify the people in the school who help and care for them and discuss how they can show their appreciation. Compose “Thank You” cards to express appreciation to the workers in their school. Role play, using props, the various categories of workers in their school.</p> <p>List the clubs operating in their school. Research a selected club to find out about its rules, organization and operations. Present the findings to the class.</p> <p>Listen to and discuss sacred and other stories e.g. ‘Daniel in the Lion’s Den’ which include rules by which groups are governed. Examine the consequences of obeying or disobeying rules. Discuss relationships which are made/broken due to observing/not observing values such as, honesty, truthfulness, patience, forgiveness and respect for others. In journals write about the importance of obeying rules.</p>	<p>Identify groups Record interviews Construct sentences Appreciate workers Sequence information Create book</p> <p>Work cooperatively Create models</p> <p>Read and discuss stories Create cards</p> <p>List clubs Conduct research Present information</p> <p>Listen to story Discuss values</p> <p>Formulate rules</p>	<p>Simple sentences with pronouns constructed correctly</p> <p>Information recorded accurately</p> <p>Models made appropriately</p> <p>Questions correctly answered Cards made appropriately</p> <p>Information presented accurately</p> <p>Journals satisfactorily reflect students’ views</p>

Suggested Teaching and Learning Activities – Focus Question 2 Who Are the People At My School and What do They Do?	Key Skills	Assessment
In groups formulate three rules that workers within their school should follow in order to keep themselves safe. Use games such as ‘Who Am I?’ and do physical movements to imitate what the workers do.	Role play	Characters appropriately portrayed
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Create books with simple sentences about people at their school. ✓ Make models of persons at their school. ✓ Make puppets depicting workers at their school. ✓ Read and respond to questions correctly ✓ Create ‘Thank You’ cards to show for people appreciation in their school. ✓ Research and present information about the various clubs operating in their school. ✓ List the values that are accepted by their peers and people at their school. ✓ Dramatize the activities done by various workers in their school. 		
<p>Points to Note: Talk about the uniforms worn by groups or individuals at their school, e.g. uniforms for school, Brownies, Cub Scouts etc. Discuss why different groups wear uniforms.</p>	<p>Extended Learning Use the geometric shapes to draw a simple floor plan of their school.</p>	

NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 1 INTEGRATED STUDIES

TERM3 – UNIT2

Prior Learning

Check that students can:

- State the name of their school.
- Give/tell the name of the community in which their school is located.
- Identify specific groups within their school communities.

Grade 1 Term 3 Unit 2

Focus Question 1: What Are Some Of The Activities And Events At My School?	
Attainment Target(s):	Objective(s): Pupils will be able to:
Develop an understanding of the interdependent relationship between man and his environment.	<ul style="list-style-type: none"> <input type="checkbox"/> Identify activities and events that take place in their school. <input type="checkbox"/> Differentiate between safe and unsafe areas in school. <input type="checkbox"/> Show respect for various customs and practices present in their school. <input type="checkbox"/> Report on some activities which take place during school celebrations.
Estimate, compare and use various types of measurements.	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the months of the year and the days of the week with a focus on the sequential nature of time.
Display an appreciation of some of the beliefs, practices and expressions of persons from different religious faiths.	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise that special garments, foods, symbols and rituals are associated with certain religious celebrations/ceremonies.
Perform varied repertoire of music for an audience.	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize percussion instruments to explore rhythm and patterns. <input type="checkbox"/> Use voices in different ways such as speaking, singing, chanting and performing with an awareness of being part of a group.
Explore materials and processes used in making art.	<ul style="list-style-type: none"> <input type="checkbox"/> Make objects for named purposes using given materials. <input type="checkbox"/> Explore elements and principles of art such as colour, shape, line, texture and patterns as they are applied in the creative expressions in our culture.
Develop approaches to The Writing Process to enable them to organise their ideas into a coherent structure including, layout, sections and paragraphs	<ul style="list-style-type: none"> <input type="checkbox"/> Describe events and situations, using appropriate words. <input type="checkbox"/> Recognize that spoken language involves interaction and courtesy. <input type="checkbox"/> Write freely in response to stimuli (story, picture, song, poem, etc.).

<p>Create musical compositions exploring varied elements of music. Perform varied repertoire of music for an audience.</p>	<p><input type="checkbox"/> In groups, compose lyrics to reflect Child Month or Teachers' Day.</p>
<p>Recognize that individuals may interpret art differently.</p>	<p><input type="checkbox"/> Show an appreciation for the different opinions shared about their work.</p>
<p>Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit. Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately.</p>	<p><input type="checkbox"/> List and group objects <input type="checkbox"/> Listen to others, and tell stories which relate to helping each other at school. <input type="checkbox"/> Describe the actions of others using appropriate words.</p>
<p>Express a range of feelings and emotions through the enactment of dramatic scenarios.</p>	<p><input type="checkbox"/> Use props to dramatize selected roles and characters</p>
<p>Using physical, verbal and visual clues develop a movement vocabulary.</p>	<p><input type="checkbox"/> Play games which allow them to practise being part of a group and a team. <input type="checkbox"/> Move different limbs together to establish relationships, using different levels. <input type="checkbox"/> Demonstrate, through play, that individuals contribute to the success of teams/groups.</p>
<p>Work in small groups on collaborative tasks to achieve a desired outcome.</p>	<p><input type="checkbox"/> Design and make instrument and art work to celebrate school events.</p>
<p>Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technological operations.</p>	<p>Demonstrate cooperation by using appropriate digital tool to capture images for multimedia presentations about leaves.</p>

Suggested Teaching and Learning Activities – Focus Question 2: How do we live together at school?	Key Skills	Assessment
<p>Students will: Talk about ways in which they live together at school through positive interaction e.g. friendship, simple courtesies, games, learning, caring and sharing. Use classroom routines to practise friendly behaviours. For example, model giving and receiving compliments. In groups, role play acts of courtesy, sharing or caring. Name a friend and state reasons they have that person as a friend. In their scrap book paste pictures of activities that the friend likes to do.</p> <p>Use coloured pasta to make friendship necklace or bracelet, or handmade card, pixie notes, craft or art item. Write sentences to describe each insert/picture.</p> <p>In groups go outside, one member from each team is blindfolded and needs to reach a particular point without touching any of the obstacles placed in the way. (Do not make obstacles too difficult or unsafe) The other group members will guide the blindfolded student by giving instructions so that the student can reach the finishing point. Several students will be given the opportunity to be blindfolded. Discuss the importance of working together.</p> <p>Read/listen to the story of ‘The Good Samaritan.’ Role play the characters in the story and identify the values and attitudes which make for good relationship.</p> <p>Make and display a collage depicting some of the national holidays which are celebrated at school (e.g. Labour Day, Heroes’ Day).</p> <p>Compile scrapbook from clippings of events. Compose sentences about the pictures displayed in the collage. Work in groups to create and perform songs, dances or stories associated with school and</p>	<p>Interact Role play Compile scrapbook</p> <p>Make necklace/ card/craft item Write sentences</p> <p>Give instructions Follow instructions Work together</p> <p>Read story Listen to story Discuss story Role play</p> <p>Compile scrap book Make collage Compose sentences Create and perform songs</p>	<p>Characters appropriately portrayed</p> <p>Friendship item appropriately crafted Sentences correctly and legibly written</p> <p>Teamwork appropriately shown</p> <p>Reading fluently done Role Play adequately portrays the story</p> <p>Collage adequately prepared Scrap book satisfactorily compiled Songs, dances, stories satisfactorily presented</p>

Suggested Teaching and Learning Activities – Focus Question 2: How do we live together at school?	Key Skills	Assessment
<p>national events</p> <p>Work as groups to collect samples of leaves in the school environment, using an appropriate picture taking device to take pictures of the different samples. Share materials and resources during collection, taking care to practise the courtesies of daily speech (e.g. please, thank you).</p> <p>Groups will use available digital tools to display their findings and students will write/type in the description of the leaves saying what type of tree or plant they came from and what the characteristics of the leaves are. These can be printed and made into a scrapbook for class display. (<i>As an alternative, students may draw/ rub (frottage) and label the leaves.</i>)</p> <p>Use display to describe findings from sampling exercise</p> <p>Work as groups and use discarded materials to make viable musical instruments (e.g. beads and plastic bottles to make shakers) and artwork (e.g. using beads and seeds to create shapes in the environment). Students will use musical instruments to create rhythms which they will record using available recording devices. Perform movement sequences to the rhythms created.</p> <p>Listen to playback of recorded rhythms and celebrate the role each group member played in creating the instruments and rhythm</p> <p>Examine school, national and religious symbols for simple shapes, colour and texture. Group these according to shapes, and then by main colour. With the assistance of their teacher, create multimedia presentation showing school, national and religious symbols and where they may be found in the school. This can be played back in</p>	<p>Collect samples Practice courtesy Capture images</p> <p>Manipulate digital content Describe findings Write descriptions</p> <p>Make musical instruments (from discarded materials) Perform movements</p> <p>Listen to playback</p> <p>Group shapes Create multimedia presentation View and discuss</p>	<p>Leaf samples collected and captured on device satisfactorily Courtesy satisfactorily displayed</p> <p>Characteristics of leaves appropriately described Display appropriately mounted Findings presented/displayed using appropriate digital tool</p> <p>Musical instruments are functional</p> <p>Playback shows ability to maintain a steady beat</p> <p>Symbols appropriately grouped Multimedia presentation appropriately executed</p>

Suggested Teaching and Learning Activities – Focus Question 2: How do we live together at school?	Key Skills	Assessment
<p>class for viewing and discussion. Talk about when and how these different national and religious symbols are used at school.</p> <p>Be placed in groups and be given one item e.g. a bat, ball, frisbee, die. Each group will create their own team games. They will identify clear rules and develop their own codes of fair play which will govern the games. Groups will explain and demonstrate how the game works.</p> <p>Plan a particular school event e.g. a class party. List and assign duties according to group. (e.g entertainment, refreshment, invitations) Create / Design invitations for the event that can be given out (see Language Programme)</p> <p>Meet in groups and have one reporter from each group use any selected presentation mode to show how that group will carry out their part in the function.</p>	<p>Show appreciation Create team game Identify rules Develop codes of fair play Explain and demonstrate game</p> <p>Plan events List and assign duties Create/design invitations</p>	<p>Appropriate codes of fair play developed Game rules satisfactorily explained</p> <p>List and assignment of duties appropriate to the planning of class party Invitations appropriately designed.</p> <p>Performance of duties clearly explained</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Effectively use available technological tools to capture and display information ✓ Work together as groups to achieve given outcomes ✓ Relate to others in respectful and courteous ways ✓ Create rhythms from musical instruments they have designed ✓ Recognise that things within their school environment are growing – plants / trees etc ✓ Use movements to tell stories 		
<p>Points to Note:</p>	<p>Extended Learning</p>	

reading

speaking

writing

listening

NATIONAL STANDARDS CURRICULUM GUIDE
LANGUAGE ARTS WINDOW
GRADE 1

PHILOSOPHICAL STATEMENT

The Language Arts/English Language programme developed for the National Standards Curriculum (NSC) is underpinned by the general theory of learner-centredness which is specified in the National Education Strategic Plan (2011-2020). This plan clearly outlines the following objective: “Develop learner-centred and competency-based curricula at all levels.” (pg. 44). The learner is, therefore, at the core of all teaching/learning experiences and the objectives, skills, activities, assessment criteria and learning outcomes of all units are written from the learner’s perspective. The learner’s full engagement and differences are taken into account and the dimensions of ability levels, interests, learning styles and gender are critical factors that were given great consideration during the development of the teaching units. This means that the traditional text-centred and teacher-centred approaches to English Language teaching/learning are now given far less focus (aspects of which are not totally eliminated) and learning through authentic real life contexts is being promoted. Learners now, for example, will engage in simulations in order to develop targeted skills; analyze and respond critically to literature; use different language/literature media to respond to given scenarios; create original products and use a replicable process to develop written pieces.

Language Arts teaching in the NSC embraces the integration of learning which is promoted by the existing primary and secondary curricula. As students learn Language skills related to the various strands and sub-strands, they will interface with content and methodologies from a range of disciplines including Science, Social Studies, Information Technology, Drama, Food and Nutrition, Guidance and Counselling to name a few. These disciplines, which are termed ‘cross-curricula links,’ are the avenues through which the Language content/skills are learnt and applied in authentic contexts.

The 21st century skills of communication, collaboration, critical thinking and creativity are also fully embraced and are promoted through the methodologies of simulations, group/peer-work, problem-based tasks and adequate allowance for exploration and innovation. The affective dimension is also foregrounded through specific objectives which when met, will help to facilitate the development of the aforementioned 21st century skills. Other values and attitudes, besides those exemplified through effective communication and cooperativeness in collaboration, are also developed through the inclusion of the affective dimension. Additionally, the themes selected, especially at the grades 7-9 level, are meant to help in shaping students to face the 21st century as rounded individuals. It is hoped that students will benefit from the learning contexts of these themes as they learn language and literature skills that will shape/guide them in becoming life-long learners who will make intelligent and wise choices.

Aspects of the Science, Technology, Engineering and Mathematics (STEM) methodology are embedded within the language programme but will not be explicitly reflected as in other disciplines which are the pillars of the methodology, such as Science, Mathematics and Technology. In Language Arts, STEM is reflected through the processes of learning and manipulating the language, such as the writing process; the communication and collaboration which help to drive processes and the responses of the Language learner to real-life issues through effective oral and written communication. It is also that aspect of creativity that enriches life’s experiences and solves problems. The STEM methodology is used as the general approach to language application. It provides opportunities for learners to use their knowledge of the English Language to solve problems and function as valuable citizens.

In an attempt to achieve the objectives of true integration, the STEM methodology and foster the development of skills necessary for the 21st century learner, the Progressive Language Teaching model was used as the basis for the development of the Language programme from Grades 1-9. Progressive language teaching is task oriented, student-centred and provides opportunities for students to negotiate meaning and interact meaningfully with the language, rather than participating in activities that demand accurate repetition and memorization of sentences and grammatical patterns. It is believed that with this under-pinning philosophy, learners will become more rounded users of the language and will be better able to negotiate meaning, expand their language resources, analyse how language is used, and take part in meaningful social interactions.

Guidelines to Using the Programme

Use of the Language Programme

The Grade 1 Language Programme is expected to be delivered during the Language Arts Window. The programme does not utilise a thematic approach and such, teachers are expected to use available resources and desired content as the context within which the language skills will be developed. The content from the Integrated Studies curriculum may be incorporated where possible.

Coverage of the Strands

It is expected that the Grade One teacher will teach at least one strand per day AND OR twin strands where necessary and applicable during the one hour Language Arts Window. **By the end of the week, the students must be exposed to all five strands.** Additionally, the teacher must make a deliberate attempt to guide students in the holistic development of Language Arts as a communicative skill. As such, they will be better able to manipulate the English Language. As teachers plan to implement the Language Arts curriculum on a weekly basis, the table below may be used as a guide to plan for the week and ensure full coverage of the strands.

Grade One – October 3-7						
Days:	Monday	Tuesday	Wednesday	Thursday	Friday	
Strand:	Listening and Speaking	Word Recognition and Fluency	Grammar & Conventions	Comprehension	Writing	
Objectives:	<input type="checkbox"/> State accurate personal information <input type="checkbox"/> Describe incidents and tell stories from their own experience in an audible voice	<input type="checkbox"/> Apply phonic skills of segmenting and blending to aid in spelling given words	<input type="checkbox"/> Identify and use appropriately personal pronouns in their first person singular form. Personal Pronouns- I, me,	<input type="checkbox"/> Ask questions to seek elaboration <input type="checkbox"/> Use a range of strategies to extract meaning from texts	<input type="checkbox"/> Write most letters, correctly formed and oriented, using a comfortable and efficient pencil grip. <input type="checkbox"/> Write with spaces between words accurately	
Topic:	<input type="checkbox"/> Speaking to Inform - Oral Descriptions	<input type="checkbox"/> Segmenting and Blending	<input type="checkbox"/> Personal Pronouns	<input type="checkbox"/> Monitoring Reading – Questioning the text	<input type="checkbox"/> Letter sizing, alignment and spacing text	

Please note that the above spread of strands and objectives is **just an example**. This may be the spread employed by one particular Grade One teacher. Another teacher may choose to teach the strands on different days, teach different objectives and or twin strands to achieve integration of concepts and transfer of learning for the week mentioned. The process of selecting strands and objectives to be taught on particular dates will be dependent on the context in which individual teachers operate. This context will be influenced by the school culture, the needs of the students, the teaching style employed by the teacher etc.

Supporting Model – Literacy 1-2-3 Programme

It is expected that teachers work as best as possible to implement/ teach the programme using the Literacy 1-2-3 model and materials as well as other supplemental reading materials.

NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 1 LANGUAGE ARTS

SCOPE & SEQUENCE

GRADE 1

STRAND: LISTENING AND SPEAKING

TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 2	UNIT 1	UNIT 2	UNIT 1	UNIT 1
<input type="checkbox"/> Listen to and follow instructions accurately, seeking clarification if and when necessary	<input type="checkbox"/> Listen to and follow instructions accurately, seeking clarification if and when necessary <input type="checkbox"/> Interpret and discuss text after teacher read aloud activity	<input type="checkbox"/> Listen for and interpret specific information from a variety of sources	<input type="checkbox"/> Interpret text after teacher read aloud activity and share opinions about the content	<input type="checkbox"/> Talk freely about comparisons made between personal experiences and characters in text
<input type="checkbox"/> Listen to the suggestions of others; take turns to speak about what they are going to do	<input type="checkbox"/> Listen with sustained concentration and build new stores of words in different contexts	<input type="checkbox"/> Describe incidents and tell stories from their own experience	<input type="checkbox"/> Listen to information and take turns to speak about what they hear	<input type="checkbox"/> Make comparisons between personal experiences and experiences of others
<input type="checkbox"/> Explain opinion/views to small groups and to the class	<input type="checkbox"/> Speak clearly and concisely using vivid descriptions	<input type="checkbox"/> Talk about and dramatize scenes depicted in pictures and stories used in class	<input type="checkbox"/> Speak clearly and concisely with awareness of audience	<input type="checkbox"/> Speak clearly and concisely about personal views and factual information
<input type="checkbox"/> State accurate personal information	<input type="checkbox"/> Describe familiar surroundings/people/ things	<input type="checkbox"/> Listen attentively and ask questions to clarify or confirm what is heard		<input type="checkbox"/> Speak clearly and concisely using SJE and JC
<input type="checkbox"/> Make object/picture word association	<input type="checkbox"/> Comment on and respond to verbal and non-verbal communication cues			
<input type="checkbox"/> Describe incidents and tell stories from their own experience in an audible voice	<input type="checkbox"/> Listen to audio recording /reading then express views about how the story or information has been presented. <input type="checkbox"/> Describe incidents and tell stories from their own experience	<input type="checkbox"/> Retell stories, ordering events using story language		
<input type="checkbox"/> Communicate in different contexts by experimenting with and building new stores of words in SJE				<input type="checkbox"/> Use appropriate language structures in speaking for a variety of purposes

GRADE 1				
STRAND: FLUENCY AND RECOGNITION (WORD RECOGNITION AND VOCABULARY DEVELOPMENT)				
TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 2	UNIT 1	UNIT 2	UNIT 1	UNIT 1
Phonemic Awareness				
<input type="checkbox"/> Learn and practice mouth formations for different sounds of the alphabet	<input type="checkbox"/> Learn and practice mouth formations for different sounds of the alphabet	<input type="checkbox"/> Learn and practice mouth formations for different sounds of the alphabet	<input type="checkbox"/> Learn and practice mouth formations for different sounds of the alphabet	
<input type="checkbox"/> Tell the location/position (i.e. the beginning, middle, or end) of sounds/phonemes in a number of one syllable words				
<input type="checkbox"/> Identify sounds/phonemes in specific locations in one syllable words		<input type="checkbox"/> Practice phonemic awareness skill of segmentation in order to build foundation for phonic development		
<input type="checkbox"/> Separate individual phonemes in given words	<input type="checkbox"/> Separate individual phonemes in given words			
<input type="checkbox"/> Blend phonemes to form words	<input type="checkbox"/> Blend phonemes to form words	<input type="checkbox"/> Blend phonemes to form words		
<input type="checkbox"/> Substitute consonant sounds with similar rimes to derive new words	<input type="checkbox"/> Substitute consonant sounds with similar rimes to derive new words	<input type="checkbox"/> Practice phonemic awareness skill of segmentation in order to build foundation for phonic development		
Phonics				
<input type="checkbox"/> Sequence letters of the alphabet	<input type="checkbox"/> Sequence letters of the alphabet	<input type="checkbox"/> Practice daily alphabet drill <input type="checkbox"/> Arrange letters sequentially	<input type="checkbox"/> Practice daily alphabet drill <input type="checkbox"/> Arrange letters sequentially	<input type="checkbox"/> Practice daily alphabet drill <input type="checkbox"/> Arrange letters sequentially
	<input type="checkbox"/> Identify onset and rimes in given words	<input type="checkbox"/> Use different onsets with given rimes to form new words	<input type="checkbox"/> Substitute different onsets to build word families	
TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1		UNIT 2	UNIT 1	UNIT 1
		<input type="checkbox"/> Segment words into their constituent phonemes and blend them to read words	<input type="checkbox"/> Segment words into their constituent phonemes and blend them to read words <input type="checkbox"/> Apply a variety of segmenting and blending strategies	<input type="checkbox"/> Segment words into their constituent phonemes and blend them to read words <input type="checkbox"/> Apply a variety of segmenting and blending strategies
			<input type="checkbox"/> Read fluently and automatically by using phonic knowledge of grapheme-phoneme correspondences and the skills of blending as their prime approach to decoding unfamiliar words	<input type="checkbox"/> Practice the pronunciation of the ‘-ay’ sound <input type="checkbox"/> Practice the oral production of the ‘bl’ and ‘br’ blends

<input type="checkbox"/> Identify and match initial/final sound with letters	<input type="checkbox"/> Identify and match initial/final sound with letters <input type="checkbox"/> Differentiate between word initial consonant and vowel sounds		<input type="checkbox"/> Make letter sound correspondence	<input type="checkbox"/> Apply the long vowel sound to words with an initial or medial 'a' and ending in 'e' <input type="checkbox"/> Talk about/explain the function of the magic 'e' <input type="checkbox"/> Apply the long sound of 'a' to words with an initial or medial 'ai' (digraph) <input type="checkbox"/> decode words with the initial/ medial 'ai' digraph.
Structural Analysis				
<input type="checkbox"/> chunk words to aid recognition <input type="checkbox"/> use configuration clues to aid word recognition	<input type="checkbox"/> chunk words to aid recognition	<input type="checkbox"/> Recognise the constituent parts of two-syllable and three-syllable words and combine the syllables to aid decoding	<input type="checkbox"/> Recognise the constituent parts of two-syllable and three-syllable words and combine the syllables to aid decoding	<input type="checkbox"/> Explore syllabication rules relating to the position of consonants
	<input type="checkbox"/> Form and pronounce words with different inflectional ending	<input type="checkbox"/> Identify monosyllabic words in compound word to aid decoding		
Sight Words				
<input type="checkbox"/> Learn and use basic sight words <input type="checkbox"/> Learn and use sight words and vocabulary linked to grade level curriculum	<input type="checkbox"/> Learn and use basic sight words <input type="checkbox"/> Learn and use sight words and vocabulary linked to grade level curriculum	<input type="checkbox"/> Build a store of sight words to aid reading <input type="checkbox"/> Use a variety to strategies and games to practice sight words learnt	<input type="checkbox"/> Continue to build a store of sight words to aid reading <input type="checkbox"/> Use picture clues to identify sight words	<input type="checkbox"/> Continue to build a store of sight words to aid reading <input type="checkbox"/> Review sight words using a variety of games <input type="checkbox"/> Use word wall activities to review sight words
TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1		UNIT 2	UNIT 1	UNIT 1
Spelling				
<input type="checkbox"/> Spell targeted words using sight vocabulary <input type="checkbox"/> Apply skills of segmenting and blending to spell given words	<input type="checkbox"/> Spell targeted words using sight vocabulary <input type="checkbox"/> Apply skills of segmenting and blending to spell given words	<input type="checkbox"/> Spell words using their understanding of the relationship between segmenting & blending phonemes and blending graphemes	<input type="checkbox"/> Continue to spell words using their understanding of the relationship between segmenting & blending phonemes and blending graphemes <input type="checkbox"/> Spell words from sight word memory <input type="checkbox"/> practising spelling strategies previously learnt	<input type="checkbox"/> Continue to spell words using their understanding of the relationship between segmenting & blending phonemes and blending graphemes <input type="checkbox"/> Use phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words
Vocabulary development				
<input type="checkbox"/> Use picture clues to determine vocabulary for particular contexts	<input type="checkbox"/> Use picture clues to determine vocabulary for particular contexts	<input type="checkbox"/> Use picture cues to aid the identification and use of targeted vocabulary	<input type="checkbox"/> Use context clues to gain meaning <input type="checkbox"/> identify context clues and use them to determine word meaning	<input type="checkbox"/> Use vocabulary in context to demonstrate understanding of meaning
	<input type="checkbox"/> Determine synonym pairs from given sets of words	<input type="checkbox"/> Classify words into categories <input type="checkbox"/> Categorize items using words/phrases		

GRADE 1

STRAND: READING FOR MEANING AND ENJOYMENT (COMPREHENSION)

TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
<input type="checkbox"/> Express personal thoughts and feelings about what has been read	<input type="checkbox"/> Ask questions to seek clarification/elaboration	<input type="checkbox"/> Make connections between the text and personal experiences	<input type="checkbox"/> Continue to make connections between the text and personal experiences	<input type="checkbox"/> Continue to make connections between the text and personal experiences
<input type="checkbox"/> Use correctly, the conventions of print – directionality, return sweep			<input type="checkbox"/> Identify and begin to interpret information presented in diagrams and charts.	<input type="checkbox"/> Locate and interpret information in formatted texts (e.g., calendar, graphs)
<input type="checkbox"/> Recognize/recall explicit details read in texts <input type="checkbox"/> Make predictions and read to confirm or revise them <input type="checkbox"/> Discuss prior knowledge of topics that relate to the text before reading	<input type="checkbox"/> Restate or recall information presented in texts <input type="checkbox"/> Identify the main idea in texts	<input type="checkbox"/> Make simple inferences and reasonable predictions	<input type="checkbox"/> Continue to make simple inferences and reasonable predictions	<input type="checkbox"/> Continue to make simple inferences and reasonable predictions
<input type="checkbox"/> Sequence the events of a story		<input type="checkbox"/> Identify story elements such as characters, setting, problem and solution	<input type="checkbox"/> Relate character, setting and plot to real- life situations	<input type="checkbox"/> Understand rhythm and rhyme in poetry. <input type="checkbox"/> Interpret the mood of poems
<input type="checkbox"/> Use a range of reading strategies such as QAR,DLTA,DRTA and Fix-up Strategies to extract and process meaning from texts	<input type="checkbox"/> Continue to use a range of reading strategies such as QAR,DLTA,DRTA and Fix-up Strategies to extract and process meaning from texts	<input type="checkbox"/> Continue to use a range of reading strategies such as QAR,DLTA,DRTA and Fix-up Strategies to extract and process meaning from texts	<input type="checkbox"/> Continue to use a range of reading strategies such as QAR,DLTA,DRTA and Fix-up Strategies to extract and process meaning from texts	<input type="checkbox"/> Continue to use a range of reading strategies such as QAR,DLTA,DRTA and Fix-up Strategies to extract and process meaning from texts
<input type="checkbox"/> Explain the use of literary terms such as title, author, and illustrator		<input type="checkbox"/> Identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story.	<input type="checkbox"/> Distinguish between fiction and nonfiction texts <input type="checkbox"/> Recognize and explain the characteristics of prose	

GRADE 1

STRAND: LANGUAGE STRUCTURE (GRAMMAR AND MECHANICS)

TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
<ul style="list-style-type: none"> <input type="checkbox"/> Identify age -appropriate nouns in a variety of text 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and categorize common nouns in a variety of text 	<ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate nouns to make simple sentences using SJE and JC 	<ul style="list-style-type: none"> <input type="checkbox"/> Use simple sentences to write about self, to express thoughts and feelings using both SJE and JC 	<ul style="list-style-type: none"> <input type="checkbox"/> Use simple sentences to write about pictures, experiences, school/home experiences in SJE and JC
<ul style="list-style-type: none"> <input type="checkbox"/> Use the present tense forms of the verb 'to be'- am, is, are 	<ul style="list-style-type: none"> <input type="checkbox"/> Respond to and use appropriately, the past tense forms of the verb 'to be'. was were 	<ul style="list-style-type: none"> <input type="checkbox"/> Use with precision the present tense forms of the verb 'to do' (does, do) 	<ul style="list-style-type: none"> <input type="checkbox"/> Accurately identify action verbs. <input type="checkbox"/> Use verbs from a variety of reading resources to complete given sentences <input type="checkbox"/> Apply the add- d rule to verbs ending in '-e' to denote the simple past tense 	<ul style="list-style-type: none"> <input type="checkbox"/> Use present and past tense forms of the verb 'to be' i.e. am, is, are, was, were <input type="checkbox"/> Use correctly the present tense form of the verb 'to do' i.e. do, does <input type="checkbox"/> Use the past tense form of the verb 'to do' i.e. did <input type="checkbox"/> Use the past tense form of the verb 'to do' i.e. did <input type="checkbox"/> Respond to and use present tense forms of the verb 'to have'.
<ul style="list-style-type: none"> <input type="checkbox"/> Differentiate between the use of capital and common letters 	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiate between the use of capital and common letters. <input type="checkbox"/> Accurately use full stops in simple sentences. 			<ul style="list-style-type: none"> <input type="checkbox"/> Use the comma and the full stop in writing simple sentences <input type="checkbox"/> Use the question mark in simple sentences <input type="checkbox"/> Distinguish between the use of full stop, comma and question mark in written and oral contexts. <input type="checkbox"/> Identify and capitalize proper nouns from a variety of texts <input type="checkbox"/> Apply the rules of capitalization to writing proper nouns.
<ul style="list-style-type: none"> <input type="checkbox"/> Describe self and others using 	Describe a variety of nouns using			<ul style="list-style-type: none"> <input type="checkbox"/> Create correct forms of comparative
TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
appropriate adjectives	appropriate adjectives. <ul style="list-style-type: none"> <input type="checkbox"/> <i>Shape</i> <input type="checkbox"/> <i>Colour</i> <input type="checkbox"/> <i>Texture</i> <input type="checkbox"/> <i>Size</i> 			adjectives using the -er ending

TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
<input type="checkbox"/> Identify and use appropriately personal and possessive pronouns in their first person singular form.	Identify and use appropriately first person singular pronouns Personal Pronouns- I, me , Possessive Pronouns – my, mine	<input type="checkbox"/> Apply the appropriate use of personal and possessive pronouns in their first person singular form (I, me, my, mine) <input type="checkbox"/> Identify and use personal and possessive pronouns in their second person singular/ plural forms (Personal Pronouns- you; Possessive Pronouns – your, yours)		
	<input type="checkbox"/> Apply appropriately the indefinite articles ‘a’ and ‘an’ in sentence construction.			
		<input type="checkbox"/> Make singular nouns plural by adding -s.	<input type="checkbox"/> Make singular nouns plural by adding –s: <input type="checkbox"/> Add ‘s’ to <input type="checkbox"/> Add ‘s’ to nouns ending in ‘-e’ to derive the plural ‘-es’ e.g. roses <input type="checkbox"/> Make singular nouns plural by adding –es <input type="checkbox"/> Add ‘-es’ to nouns ending in vowels e.g. mangoes, heroes	<input type="checkbox"/> Apply the ‘-es’ rule to make nouns ending in ‘x’ plural e.g. box - boxes fox - foxes <input type="checkbox"/> Apply the add- d rule to verbs ending in ‘-e’ to denote the simple past tense <input type="checkbox"/> Apply the rules of pluralization to nouns ending with ‘o’ and ‘f’
		<input type="checkbox"/> Use singular subjects with the present continuous tense.	<input type="checkbox"/> Use plural subjects with the present continuous tense.	

TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
			<input type="checkbox"/> Pronounce and spell verbs using word family techniques	<input type="checkbox"/> Identify and pronounce those word endings that are realized with the ‘-ed’, ‘d’ and ‘t’

GRADE 1

STRAND: COMMUNICATION (WRITING)

TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
<input type="checkbox"/> Participate in classroom discussion about the features of good handwriting	<input type="checkbox"/> Participate in a variety of prewriting activities including drawing, brainstorming, and graphic organizers	<input type="checkbox"/> Participate in a variety of prewriting activities including drawing, brainstorming, and graphic organizers.	<input type="checkbox"/> Use a variety of pre-writing strategies (e.g., webbing, brainstorming, listing, note taking, outlining, drafting and using graphic organizers) to choose a topic and organize ideas.	<input type="checkbox"/> Participate in a variety of prewriting activities including listing, drawing, brainstorming, and using graphic organizers.
Write words and simple sentences to demonstrate correct letter formation	Write complete sentences to support a main idea or story	<input type="checkbox"/> Write multiple complete sentences to support a main idea or story	<input type="checkbox"/> Write multiple sentences to support main idea or story	<input type="checkbox"/> Write multiple sentences to support main idea
<input type="checkbox"/> Edit written work with attention to accurate letter formation	<input type="checkbox"/> Modify written pieces to add details	<input type="checkbox"/> Modify written pieces to add details	<input type="checkbox"/> Review and revise own writing <input type="checkbox"/> Review and present constructive criticism on the writing of their peers	<input type="checkbox"/> Revise and edit documents for the trait of quality writing (e.g., sentence fluency and presentation)
<input type="checkbox"/> Select pieces of writing for classroom publication or sharing with peers	<input type="checkbox"/> Select pieces of writing for classroom publication or sharing with peers	Select pieces of writing for classroom publication or sharing with peers	<input type="checkbox"/> Prepare and publish final drafts.	<input type="checkbox"/> Prepare and publish –final drafts
<input type="checkbox"/> Develop a clear and fluent handwriting style <input type="checkbox"/> Write most letters, correctly formed and oriented, using a	<input type="checkbox"/> Develop a clear and fluent joined handwriting style			

TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
comfortable and efficient pencil grip <input type="checkbox"/> Write with spaces between words accurately				

NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 1 LANGUAGE ARTS

TERM1 – UNIT1 – 6 WEEKS

Introduction to the Unit:

This unit serves as an introductory unit in the Grade One Language Programme. It provides opportunities for the students to make a smooth transition from kindergarten to primary school, in that, students' experiences range from reinforcing concepts previously learnt as well as introduction to new concepts. Students are actively engaged in developing listening and speaking skills while asking and responding to questions regarding real and vicarious experiences, for a variety of purposes in a variety of contexts.

Through a variety of games and activities, students explore and develop phonemic awareness skills focused on blending and segmenting phonemes to spell words and decipher meaning during the reading process and in isolation. During exploration of texts, the students utilise these skills in an authentic manner as they learn and use literary terms and develop understanding of the core principles regarding text manipulation. This is done as they aim to decipher meaning and begin to make simple inferences.

Within the context of reading and writing, students are guided in developing an understanding of the structure of the language. The emphasis at this point in time is effectively understanding and using nouns in both verbal and written communication. As they explore written communication for a variety of purposes, students are guided in developing legible handwriting.

At the end of this unit, the students would have engaged in a smooth transition from early childhood to primary instruction. This will prepare them to accommodate the development of more advanced skills in all the strands.

STRAND: SPEAKING AND LISTENING

STRAND: SPEAKING AND LISTENING				
ATTAINMENT TARGETS		OBJECTIVES		
<ul style="list-style-type: none"> <input type="checkbox"/> Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively <input type="checkbox"/> Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit <input type="checkbox"/> Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies <input type="checkbox"/> Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features 		<p>Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to and follow instructions accurately, seeking clarification if and when necessary <input type="checkbox"/> Listen to the suggestions of others; take turns to speak about what they are going to do <input type="checkbox"/> Explain opinion/views to small groups and to the class <input type="checkbox"/> State accurate personal information <input type="checkbox"/> Make object/picture word association <input type="checkbox"/> Describe incidents and tell stories from their own experience in an audible voice <input type="checkbox"/> Communicate in different contexts by experimenting with and building new stores of words in SJE 		
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA	
<p>Listen to and follow instructions accurately, seeking clarification if and when necessary</p>	<p>STUDENTS WILL:</p> <p>Practise Rules of Listening and Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speak softly in the classroom and in enclosed spaces <input type="checkbox"/> Listen attentively when someone is speaking. (Do not speak when others are speaking). <input type="checkbox"/> Look at the person who is speaking. <input type="checkbox"/> Raise your hand to indicate when you want to join in a conversation. <ul style="list-style-type: none"> <input type="checkbox"/> Wait until you are recognized and invited to speak before you start talking. <input type="checkbox"/> Think about what you hear and ask yourself <ul style="list-style-type: none"> <input type="checkbox"/> Do I agree or disagree with the speaker? 	<ul style="list-style-type: none"> <input type="checkbox"/> Listen attentively <input type="checkbox"/> Think before speaking <input type="checkbox"/> Speak audibly 	<p>Rules for listening and speaking observed in routine classroom activities</p>	
<p>Listen to the suggestions of others; take turns to speak</p>				<p>Explain opinion/views to small groups and to</p>
<p>Explain opinion/views to small groups and to</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Talk about what you hear with a friend or classmate <ul style="list-style-type: none"> <input type="checkbox"/> Share with your classmate why you agree or disagree with the speaker 	<ul style="list-style-type: none"> <input type="checkbox"/> State opinions 	<p>Opinions shared and discussed respectfully</p>	

the class	(Rules for listening and speaking should be reinforced through practice on a daily basis).		
State accurate personal information	<p>Meet and Greet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce self by stating your name then asking your classmates to state their name. e.g. (My name is _____ or I am _____. What is your name?) Classmate will respond by stating name and offering a pleasant comment. e.g. (My name is _____. Nice to meet you). <p>Students should be guided in discussing other personal information about themselves in class discussions. Talk about likes/dislikes of games/movies/books/ events/special places. Allow students to generate discussion topics. Reinforce rules for listening and speaking through practice.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions <input type="checkbox"/> Share factual personal information 	<p>Personal information accurately shared</p> <p>Oral sentences accurately constructed</p>
Make object/picture word association	<p>Matching words to objects /pictures will help students to better understand the things in the environment. Using a “Pointing” activity, students will listen to identify different objects/pictures in the classroom.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student points to the door when the teacher says: “Show me the door.” <p>Start out with utility words that students are familiar with and gradually progress into words associated with the environment. (Examples of utility words, “May I”, “please”, “thank you”, “pardon me”, “school”, “home”, “safe”, “unsafe”, “body”, “love”, “friend”, “mommy”, “daddy”, “baby”, “friend”, “church”).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Match words to objects/pictures 	<p>Object/Picture word matching accurately done</p>
Describe incidents and tell stories from their own experience in an audible voice	<p>Free talk:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk freely (in language of choice) using descriptive words relate situations/experiences involving self, home and environment and other things of interest. <input type="checkbox"/> With visual support, use descriptive words to talk about utility words related to familiar objects. (Examples of utility words, “uniform,” “shirt,” “shoes,” “socks,” “home,” “house,” 	<ul style="list-style-type: none"> <input type="checkbox"/> Share ideas <input type="checkbox"/> Speak fluently <input type="checkbox"/> Speak confidently 	<p>Descriptive words accurately used</p>

	<p>“apartment,” “arm,” “face,” “head,” “family,” “mom,” “dad,” “sister,” “brother,” “school.”)</p> <p>(Examples of descriptive sentences: 1. I wear black shoes to school. 2. I live in a big house.</p>		
<p>Communicate in different contexts by experimenting with and building new stores of words in SJE</p>	<p>Practise Guided talk:</p> <p><input type="checkbox"/> Make verbal statements about self, home and environment within the constraints of the language structures learnt e.g. verb (am, is, are).</p>	<p><input type="checkbox"/> Speak clearly and concisely in SJE</p>	<p>Sentences adequately reflected the SJE language structure</p>



STRAND: WORD RECOGNITION AND FLUENCY

ATTAINMENT TARGETS		OBJECTIVES	
		Students should be able to:	
<ul style="list-style-type: none"> <input type="checkbox"/> Read fluently and with appreciation <input type="checkbox"/> Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices <input type="checkbox"/> Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words <input type="checkbox"/> Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words 	<ul style="list-style-type: none"> <input type="checkbox"/> Separate individual phonemes in given words <input type="checkbox"/> Blend phonemes to form words <input type="checkbox"/> Tell the location i.e. (the beginning, middle, or end) of the s, m, a, d, t sounds/phonemes in a number of one syllable words <input type="checkbox"/> Identify sounds/phonemes in specific locations in one syllable words <input type="checkbox"/> Substitute consonant sounds with similar rhymes to derive new words <input type="checkbox"/> Learn and practise mouth formations for different sounds of the alphabet <input type="checkbox"/> Sequence letters of the alphabet <input type="checkbox"/> Identify and match initial/final sounds with letters <input type="checkbox"/> Learn and use basic sight words <input type="checkbox"/> Learn and use sight words, vocabulary linked to grade level curriculum <input type="checkbox"/> Chunk words to aid recognition <input type="checkbox"/> Use configuration clues to aid word recognition <input type="checkbox"/> Spell targeted words using sight words <input type="checkbox"/> Apply skills of segmenting and blending to spell given words <input type="checkbox"/> Use picture clues to determine vocabulary for particular contexts <input type="checkbox"/> Work cooperatively with peers 		
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Phonemic Awareness			
Separate individual phonemes in given words	Watch videos which model how sounds are segmented in words read orally or listen to select words orally produced by teacher and segmented into different phonemes. For example, <ul style="list-style-type: none"> <input type="checkbox"/> Teacher says fan <input type="checkbox"/> She then segments the word orally by saying f/a/n Students do the same with cvc (consonant, vowel, consonant) and cvvc (consonant, vowel, vowel, consonant) words given to them orally such as bed, car, bag, cut, rain, road, <u><i>Point to note</i></u>	<input type="checkbox"/> Segment phonemes	Phonemes in given words are accurately segmented

	<i>It is important to remember that this activity is not a spelling exercise. The focus is on each phoneme, not on graphemes.</i>		
Blend phonemes to form words	<p>Observe how phonemes are first segmented, then blended to produce a word. For example, they will note the following steps modelled by teacher:</p> <p>Steps:</p> <p>She says the sounds in the word red slowly r/e/d- segmentation She then says the sounds quickly and seamlessly to produce the word red.</p> <p>They will then stand and be given several segmented words and be asked to blend them and produce the word as a whole. The first student in each case who is able to produce the intended word will be allowed to sit. The activity continues until most or all students are sitting.</p>	<input type="checkbox"/> Blend phonemes	Phonemes are accurately blended
Tell the location i.e. (the beginning, middle, or end) of the s, m, a, d, t sounds/phonemes in a number of one syllable words	<p>Use blank cards of different colours to Identify where given sounds occur in words (that is, at the beginning, middle or end). For example,</p> <ul style="list-style-type: none"> <input type="checkbox"/> The teacher says the word put and then says /u/ is in the middle. She then asks “Is /u/ really in the middle of put?” <input type="checkbox"/> Students independently and quietly segment the word, then raise the red card if they think that /u/ is really in the middle. <p>Those who are incorrect will benefit from a student or teacher demonstration of how the sound is accurately isolated.</p>	<input type="checkbox"/> Isolate phonemes	Phonemes accurately segmented, counted and reproduced
Phonics			
Learn and practise mouth formations for different sounds of the alphabet	Watch video or observe as teacher models mouth formations for sounds of specific letters of the alphabet. In pairs, practice the mouth formations for sounds of targeted letters.	<input type="checkbox"/> Practise mouth formations	Mouth formations for targeted letters of the alphabet are accurate
Sequence letters of the	Listen to recordings of the alphabet or view videos of the alphabet.	<input type="checkbox"/> Repeat letters in sequence	Letters accurately repeated in

alphabet	Repeat the letters of the alphabet in sequence daily and begin to match letters with sounds/phonemes.	<input type="checkbox"/> Match letters with sounds	sequence
	Arrange letter tiles/cards to complete the alphabet or parts of the alphabet in sequence, as instructed by the teacher.	<input type="checkbox"/> Arrange letters in sequence	Letters accurately arranged in sequence
Identify and match initial/final sounds with letters	View words presented on cards and listen as teacher reads each word, modelling the segmenting and blending strategies. Note how initial and final sounds are isolated and the matching letter for each isolated sound is named and written boldly on the chalk or whiteboard. In pairs, practise the steps modelled, using given word cards.	<input type="checkbox"/> Segment and blend sounds <input type="checkbox"/> Match sounds with letters	Sounds are accurately matched with letters
Sight Words			
Learn and use basic sight words	Use Word Wall as resource to learn basic sight words. Play ‘I Spy’ and other games which require them to identify words.	<input type="checkbox"/> Identify basic sight words	Basic sight words are accurately identified
Learn and use sight words, vocabulary linked to grade level curriculum	In pairs, are given three basic sight word/other sight word cards. When the teacher calls a basic sight word, they should sort the cards and find the word. They should then use each basic sight word to write a simple sentence.	<input type="checkbox"/> Compose simple sentences	Basic sight words are satisfactorily used to compose simple sentences
Work cooperatively with peers	In pairs, locate basic sight words/other sight words in given portions of class reader or other text. Read aloud the specific sentences which include the basic sight words.	<input type="checkbox"/> Identify basic sight words <input type="checkbox"/> Read sentences	Basic sight words are accurately recognized in given texts
Structural Analysis			
Chunk words to aid recognition	Follow the steps modelled by teacher in chunking words : <input type="checkbox"/> Read aloud a brief passage written on a chart, whiteboard or	<input type="checkbox"/> Break words into parts	Words are meaningfully chunked to aid recognition

	<p>chalkboard.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Targeted words found to be challenging to students are written on a separate space. <input type="checkbox"/> Circle meaningful chunks such as smaller words within the word or parts such as blends, affixes and inflectional endings. <input type="checkbox"/> Combine the chunks and read the complete word. 		
Use configuration clues to aid word recognition	Students trace the outlines of words often confused such as where/were, has/as, three/tree. Say what makes the shape of each word in the pair different from the other. In pairs, read simple sentences and try to figure out which of the word shapes (and therefore, the word) would complete the idea being communicated.	<input type="checkbox"/> Use word shapes	Word shapes are effectively used to accurately differentiate between words
Spelling			
Spell targeted words using sight vocabulary	Sort word cards and match words to personal items such as bag, cup, book, bottle, desk and -----Put away cards and try to spell the words from memory.	<input type="checkbox"/> Spell words	Targeted words are correctly spelt from memory
	Review sight words by reading each as it is flashed by teacher who stands at the front of the class. Students are then randomly called to write targeted words on the board.	<input type="checkbox"/> Spell words	
Apply skills of segmenting and blending to spell given words	<p>Observe how teacher models how to use segmenting and blending strategies to spell words to break words into phonemes and follow the following steps to do the same with given words:</p> <p>Step 1- Say the word</p> <p>Step 2- Segment the phonemes</p> <p>Step 3- Give the letters to match each phoneme</p> <p>Step 4 – Repeat the word</p> <p>e.g. pen</p>	<input type="checkbox"/> Apply strategy	

	p/e/n, p-e-n pen In pairs, practise the strategy using different words which are orally assigned by teacher.		
Vocabulary Development			
Use picture clues to determine vocabulary for particular contexts	Work with assigned pages of class texts to determine vocabulary, using the pictures clues which are indicated. For example:  The  is big. - (big, ball)	<input type="checkbox"/> Use picture clues	Picture clues effectively used to determine targeted vocabulary

STRAND: COMPREHENSION			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events <input type="checkbox"/> Use deduction and inference to interpret information and ideas and to predict outcomes <input type="checkbox"/> Read fluently and with appreciation 		Students should be able to: <ul style="list-style-type: none"> <input type="checkbox"/> Express personal thoughts and feelings about what has been read <input type="checkbox"/> Use correctly, the conventions of print-directionality, return sweep <input type="checkbox"/> Explain and use literary terms such as title, author, and illustrator <input type="checkbox"/> Discuss prior knowledge of topics that relate to the text before reading <input type="checkbox"/> Use a range of reading strategies such as QAR, DLTA, DRTA and Fix-up Strategies to extract and process meaning from texts <input type="checkbox"/> Make predictions and read to confirm or revise them <input type="checkbox"/> Recognise/recall explicit details read in texts <input type="checkbox"/> Sequence the events in a story 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Use correctly, the conventions of print-	STUDENTS WILL: Watch a video/observe teacher modelling and highlighting the	<ul style="list-style-type: none"> <input type="checkbox"/> Observe teacher model <input type="checkbox"/> Identify 	Conventions of print accurately and efficiently identified. Print awareness

directionality, return sweep	conventions of print (front, back etc. of a book, reading from left to right, return sweep etc.) to build print awareness. Work with their peers to identify and demonstrate the skills highlighted.	<input type="checkbox"/> conventions of print <input type="checkbox"/> Use conventions of print	skills accurately executed
	Engage in a game called “Print Awareness”. Stand in a circle with book in hand. Race to find specific parts of a book or carry out specific actions (such as return sweep) as instructed by the leader in the centre of the circle.	<input type="checkbox"/> Use conventions of print	Conventions of print accurately and efficiently identified. Print awareness skills accurately executed
	Label the drawing of a book to accurately identify the different parts of the book. Observe and name print awareness skills observed on paper or on screen.	<input type="checkbox"/> Identify print awareness skills <input type="checkbox"/> Identify parts of a book	Drawings/actions accurately labelled
Explain the use of literary terms such as title, author, and illustrator	Talk openly about the production of a familiar story book – discussing the person who draws pictures, writes the book etc. Peruse a variety of grade appropriate fictional materials to identify title, author and illustrators. Orally express their understanding of the terms discussed.	<input type="checkbox"/> Explain literary terms <input type="checkbox"/> Use literary terms <input type="checkbox"/> Engage in discussion	Book terminology accurately identified and defined
	Complete teacher prepared worksheet that requires them to accurately match literary terms learnt with the most appropriate definition.	<input type="checkbox"/> Match terms with definitions	Worksheet completed with literary terms accurately paired with their respective definitions
	Complete cross word puzzle that will require that they produce terms to match varying explanations, descriptions, scenario etc. <i>E.g. Mrs Brown’s brother wrote a book titled “My Pet”. Her brother would be the _____ of the book.</i>	<input type="checkbox"/> Identify and Explain literary terms	Cross word puzzle completed depicting accurate alignment between the literary terms and the explanations, scenarios and descriptions given
	Select and read a book from home or the school/class library and engage in a show and tell. Use literary terms in sharing information about the text read.	<input type="checkbox"/> Use literary terms	Show and tell incorporates accurate use of the literary terms and information specific to the selected text

Express personal thoughts and feelings about what has been read	Stand in a circle while music is being played and a mystery bag with covers of grade level stories is being passed around. When the music stops, the person with the bag will select a picture and in 1 minute share all they know and have experienced relating to the pictures/titles on the page. The game continues until everyone gets a chance. Engage in a teacher led discussion focused on ascertaining how they were able to link their prior knowledge with the pictures/titles.	<input type="checkbox"/> Discuss prior knowledge <input type="checkbox"/> Link prior knowledge to text	Experiences shared are relevant to the pictures/titles selected Discussion highlights the skills involved in linking prior knowledge and experiences with the text before reading
	Work in small groups and engage in playing a game of concentration. Select a picture, title, and sentence or phrase selected/written by their teacher. They will take turns in asking each other to react to the prompts in different ways. e.g. How do you think the people in this story feel when you look at this picture? What words do you think will be in this story when you read the title? (teacher will have a list of the kinds of questions that students can ask displayed in the classroom).	<input type="checkbox"/> Activate prior knowledge <input type="checkbox"/> Discuss prior knowledge	Responses accurately aligned with the topic, pictures, sentences or phrases selected
Discuss prior knowledge of topics that relate to the text before reading	Engage in a quick write to capture background knowledge regarding pictures and titles shared by the teacher or their classmates.	<input type="checkbox"/> Activate prior knowledge	Quick writes sharing information regarding prior knowledge for a specific topic or picture
Recognise/recall explicit details read in texts	Observe as teacher models questioning a text in order to derive meaning using the think aloud strategy. Engage in a teacher led discussion focused on highlighting the steps involved in questioning a text during reading.	<input type="checkbox"/> Ask probing questions	Questions are relevant, satisfactorily formulated and able to elicit information and/or gain clarity on ideas read
	Peruse teacher prepared list of sample questions that may be asked to identify explicit details. Collaborate with their teacher to practice using the questions on the list along with their self-generated questions to seek recall/ recognise details.	<input type="checkbox"/> Engage in discussion <input type="checkbox"/> Make inferences <input type="checkbox"/> Ask questions <input type="checkbox"/> Seek clarity	Questions asked exemplify those that will elicit additional information and request clarity and or elaboration

Utilize the “Say Something” strategy to have students seek elaboration and clarification before, during and after reading. Work in pairs to read a self-selected/teacher-selected text. Take turns in allowing each other to pause during the reading to “Say Something” about their reading using a prompt from the “Say Something Strategy Poster” e.g.

SAY SOMETHING!	
<i>Be prepared to share your thinking about the text you are reading. When the teacher says, “Say Something,” Turn and talk.</i>	
MAKE A PREDICTION <ul style="list-style-type: none"> • I predict that... • I bet that... • I think that... • Since (this) happened, then I bet the next thing to happen will be... • Reading this part makes me think that (this) is about to happen. • I wonder if... 	ASK A QUESTION <ul style="list-style-type: none"> • Why did... • What’s this part about? • How is (this) like (this) • What would happen if... • Why... • Who is... • What does (this)section mean? • Do you think that... • I don’t get this part here...
CLARIFY SOMETHING <ul style="list-style-type: none"> • Oh, I get it... • Now I understand... • This makes sense now... • No, I think that means... • I agree with you. This means... • At first I thought... but now I think... • This part is really saying... 	MAKE A COMMENT <ul style="list-style-type: none"> • This is good because... • This is hard because... • This is confusing because... • I like the part where... • I don’t like this part because... • My favorite part so far is... • I think that...
MAKE A CONNECTION <ul style="list-style-type: none"> • This reminds me of... • This part is like... • (This) character is like (this person) because... • This is similar to... • The differences are... • I also... • I never... • This character makes me think of... • The setting reminds me of... 	SUMMARIZE <ul style="list-style-type: none"> • I learned... • The setting is... • The conflict is... • Somebody, Wanted, But, So Then

<https://www.pinterest.com/pin/213217363585315037/>

- Ask and respond to questions
- Seek clarity

Responses aligned to one or more of the categories on the Say Something Strategy poster and demonstrate monitoring of their own reading as well as understanding of the text

Sequence the events in a story

Orally recall activities engaged in from home to school or vice-versa. Work in small groups to ensure that the activities are in correct sequence.

- Sequence events
- Recall activities

Oral/written retellings accurately sequence the events highlighting the beginning, middle and ending of stories listened to/read

	Organise teacher sourced pictures to tell a story. Ensure that pictures are accurately sequenced to tell the story in a meaningful manner.	<input type="checkbox"/> Sequence events	Pictures realistically and meaningfully sequenced
	Listen to or read grade level text then summarize story in sequence using oral and written retellings. Use sequence guide (a numbered list) or graphic organizers to help them complete the activity.	<input type="checkbox"/> Sequence events	Written and oral retellings/ graphic organizers capture the story in a manner that is meaningfully sequenced
	Collaborate with their parents/teacher/peer to identify simple things they do to extract meaning from texts. Share information with class and demonstrate same.	<input type="checkbox"/> Identify strategies <input type="checkbox"/> Use strategies	Information shared is accurate and meaningful Demonstrations depict the use of strategies to extract meaning

STRAND: GRAMMAR AND CONVENTIONS

ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately <input type="checkbox"/> Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC 		<p>Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify age-appropriate nouns in a variety of texts <input type="checkbox"/> Use the present tense forms of the verb ‘to be’ - am, is, are <input type="checkbox"/> Differentiate between the use of capital and common letters <input type="checkbox"/> Describe self and others using appropriate adjectives <input type="checkbox"/> Identify and use appropriately personal and possessive pronouns in their first person singular form. Personal Pronouns- I, me, Possessive Pronouns – my, mine 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Identify age-appropriate nouns in a variety of texts	<p>STUDENTS WILL:</p> <p>Participate in a “Noun Scavenger Hunt” where they look for noun cards hidden in their classrooms amidst cards with other parts of speech. List the nouns they find in three categories- ‘People’, ‘Places’, ‘Things’ . (The student with the longest list wins.)</p> <p>Use the letters of the alphabet to brainstorm a list of nouns beginning with each letter. Source pictures of the given nouns and use to create noun mobiles for class display.</p> <p><i>Points to Note:</i> This activity is best completed over a number of sessions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify nouns <input type="checkbox"/> Categorize nouns <input type="checkbox"/> Generate list of nouns <input type="checkbox"/> Collect pictures of nouns <input type="checkbox"/> Create mobiles 	<p>Nouns accurately identified and categorized</p> <p>List of nouns for each letter of the alphabet accurately generated</p> <p>Pictures, letters and lists of nouns satisfactorily used to create mobiles</p>
Use the present tense forms of the verb ‘to be’- am, is, are	<p>Competing in pairs use a teacher-made fly swatter to swat the correct form of the verb (written/typed on cards and mounted on a wall/board) required for a range of sentences read by the teacher.</p> <p>In teams play a relay game with verb cards (am, is, are) where they use verbs to create simple sentences subsequently passing it on to a teammate who will repeat the process.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use correct verb form <input type="checkbox"/> Use correct verb form <input type="checkbox"/> Construct sentences 	<p>Correct form of the verb’ to be’ accurately identified</p> <p>Sentences satisfactorily constructed using the appropriate present tense form of the verb ‘to be’</p>

<p>Differentiate between the use of capital and common letters</p>	<p>Listen to/view teacher-made stories/cartoons about the basic rules for using capital letters. Discuss the capitalization rules heard/seen and outline the differences observed between capital and common letters.</p> <p>Colour words beginning with capital letters on teacher- prepared/ online story sheets. Talk about the reasons these words are capitalized. Record other words they know should be capitalized.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Listen to/view stories/cartoons <input type="checkbox"/> Compare capital and common letters <input type="checkbox"/> Discuss capitalization rules <input type="checkbox"/> Identify capital letters <input type="checkbox"/> Justify choices <input type="checkbox"/> Apply capitalization rules 	<p>Capitalization rules accurately explained</p> <p>Differences between capital and common letters correctly identified</p> <p>Story words to be capitalized accurately identified</p> <p>Capitalization rules adequately used to justify choices of words to be capitalized</p>
<p>Describe self and others using appropriate adjectives</p>	<p>Create portfolio on the theme “Myself”. Paste pictures of themselves and label with appropriate adjectives.</p> <p>Half of the class will receive pictures and the other half will receive cards with age-appropriate adjectives.</p> <p>Carefully examine given pictures of nouns. Find the student with the adjective that appropriately describes their picture. Justify their choice of adjective.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use adjectives <input type="checkbox"/> Describe self <input type="checkbox"/> Compile portfolio <input type="checkbox"/> Justify choices 	<p>Pictures satisfactorily labelled with appropriate adjectives</p> <p>Adjectives appropriately chosen to describe given pictures</p> <p>Choice of adjectives satisfactorily justified.</p>
<p>Identify and use appropriately personal and possessive pronouns in their first person singular form. Personal Pronouns- I, me, Possessive Pronouns – my, mine</p>	<p>Listen to stories being read by teacher/peers. Indicate when a pronoun is heard by shouting, “PRONOUN!”</p> <p>In each case, talk about the nouns which the pronouns replace.</p> <p>Use personal and possessive pronouns to write about themselves and things they own in their portfolios.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Listen to stories <input type="checkbox"/> Identify pronouns <input type="checkbox"/> Discuss pronoun usage <input type="checkbox"/> Use possessive and personal pronouns <input type="checkbox"/> Discuss self <input type="checkbox"/> Make portfolio entries 	<p>Pronouns correctly identified and adequately discussed in oral stories</p> <p>Personal and possessive pronouns accurately used to make portfolio entries about self and possessions</p>

STRAND: WRITING (COMMUNICATION)

ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Develop a clear and fluent handwriting style <input type="checkbox"/> Develop approaches to the writing process to enable them to organise their ideas into a coherent structure including, layout, sections and paragraphs 		<p>Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in classroom discussion about the features of good handwriting <input type="checkbox"/> Write words and simple sentences to demonstrate correct letter formation <input type="checkbox"/> Edit written work with attention to accurate letter formation <input type="checkbox"/> Develop a clear and fluent joined handwriting style <input type="checkbox"/> Write most letters, correctly formed and oriented, using a comfortable and efficient pencil grip <input type="checkbox"/> Write with spaces between words accurately <input type="checkbox"/> Select pieces of writing for classroom publication or sharing with peers 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Participate in classroom discussion about the features of good handwriting	STUDENTS WILL: Collaborate with teacher to peruse and talk about teacher prepared/sourced samples of good handwriting (focus on letter formation and spacing).	<input type="checkbox"/> Make comparisons	Discussions focused on correct formation of letters and accurate spacing
Write words and simple sentences to demonstrate correct letter formation	Draw and label pictures. Write sentences about pictures drawn and labelled.	<ul style="list-style-type: none"> <input type="checkbox"/> Draw pictures <input type="checkbox"/> Label pictures <input type="checkbox"/> Write sentences 	Pictures labelled demonstrate correct letter formation
Edit written work with attention to accurate letter formation	Edit work by using the letter formation chart to write letters correctly.	<input type="checkbox"/> Edit written work	Written work demonstrates evidence of editing process

Develop a clear and fluent joined handwriting style	<p>WRITING PROCESS</p> <p>Prewriting</p> <p>Circle or underline inaccurate letter formation or inconsistent spacing on a sample writing piece prepared by the teacher. Select another student to correct the error identified.</p>	<input type="checkbox"/> Identify errors in writing <input type="checkbox"/> Write letters	Errors in writing identified and corrected
Write most letters, correctly formed and oriented, using a comfortable and efficient pencil grip	<p>Drafting</p> <input type="checkbox"/> Rewrite a written piece issued by the teacher. Correct errors in letter formation and spacing.	<input type="checkbox"/> Compose sentences	Sentences composed with correct letter formation and spacing
Write with spaces between words accurately	<p>Revising</p> <p>Complete teacher prepared worksheet requiring them to write the names of items, buildings, events etc. using triple lines marking to accurately form and space letters.</p>	<input type="checkbox"/> Write legibly with accurate spacing	Worksheets completed accurately and show correctly formed and spaced letters
Write with spaces between words accurately	<p>Editing and Proofreading</p> <p>Peruse each other's note books to identify examples of good practices. Share with the class and where possible demonstrate ways of correcting the error.</p> <p>Collaborate with their parents to collect samples of their own handwriting from basic or infant school. Paste it on a before and</p>	<input type="checkbox"/> Identify good writing practices <input type="checkbox"/> Select samples of	<p>Presentations and discussions depict evidence of good practices</p> <p>Worksheets highlight students' writing progress</p>

	after sheet to show difference between their writing then and now.	writing	
Select pieces of writing for classroom publication or sharing with peers.	<p>Publishing</p> <p>Mount written pieces in writing corner in classroom.</p>	<input type="checkbox"/> Share completed written work	Published pieces are related to the topic of focus and exemplify good use of spacing and formation of letters

RESOURCES

- Dolch Sight Word List for Grade 1 (basic sight words)
- Fry's Word List - High frequency words – The first hundred
- Words from Literacy 1-2-3 big/little books (readers)
- Words from concepts being learnt in Integrated Studies
- Words related to general Language Arts content for Term 3 units.
- Relevant learning websites – videos, Power Point presentations and interactive activities , including games
- Word cards
- Letter cards
- Personal flash cards
- Sentence strips
- Supplementary readers
- Laptop
- Multimedia Projector
- Internet
- Tape recorder
- Grade level texts
- Strategy posters – comprehension strategies and skills
- Samples of students' writing
- Think clouds – with sentence starters
- Picture cards
- Sentence strips

NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 1 LANGUAGE ARTS

TERM1 – UNIT2 – 6 WEEKS

Grade 1 – Term 1 – Unit 2 – 6 weeks

Introduction to the Unit:

As students continue to explore and make connections between their pre-primary learning and the new knowledge being garnered, they are guided using the strands as a spring board to developing more complex language skills. They are now becoming more proficient at using listening and speaking skills to achieve more effective and efficient communication; both verbally and in writing.

They are now utilising the phonemic awareness skills to develop phonic skills that will provide opportunities and challenges of using letter sound correspondence to spell words and decipher meaning. Additionally, they will continue to build a large store of sight words. As students begin to learn and understand more complex words, they are guided in interpreting simple nonfiction texts focused on explaining elements such as characters, settings, plot etc. They will also explore the structure and sequence of these texts.


Exploring non-fiction texts will provide students with an opportunity to encounter different sentence types utilising simple punctuation marks as they begin to use the writing process to compose sentences and paragraphs.



STRAND: SPEAKING AND LISTENING

ATTAINMENT TARGETS	OBJECTIVES
<ul style="list-style-type: none"> <input type="checkbox"/> Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively <input type="checkbox"/> Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit <input type="checkbox"/> Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competences <input type="checkbox"/> Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features 	<p>Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speak clearly and concisely using vivid descriptions <input type="checkbox"/> Interpret and discuss text after teacher read-aloud activity <input type="checkbox"/> Comment on and respond to verbal and non-verbal communication cues <input type="checkbox"/> Listen to audio recording or reading then express views about how the story or information has been presented <input type="checkbox"/> Listen with sustained concentration and build new stores of words in different context <input type="checkbox"/> Listen to and follow instructions accurately, seeking clarification if and when necessary <input type="checkbox"/> Describe familiar surroundings/people/things <input type="checkbox"/> Describe incidents and tell stories from their own experience

OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
<p>Speak clearly and concisely using vivid descriptions</p>	<p>STUDENTS WILL:</p> <p>Talk about “self”</p> <p>Formulate sentences about ‘self’. Use words that tell:</p> <ul style="list-style-type: none"> <input type="checkbox"/> what I look like (short, tall, fat, slim) <input type="checkbox"/> things I can do (sing, dance, run, skip) <p>Listen attentively to hear how students in the class are “alike” or different.</p> <p>Talk about favourite subjects/colours/sporting activities/foods/events.</p> <p><i>Points to Note</i></p> <p>Students should be reminded to listen for information to respond to questions which will follow.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use describing words <input type="checkbox"/> Make justifications/ Reason rationally 	<p>Describing words accurately used</p> <p>Justifications appropriately explained</p>

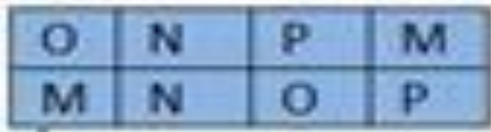
Interpret and discuss text through teacher read-aloud activity	<p>Use children’s literature to engage students in talks about similar issues/situations they have.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suggested Trade books – “Grandpa, Is Everything Black, Bad?” “Naughty, Eddie Laure”, “Wild, Wild Hair” <input type="checkbox"/> Use Trade books to talk about “alike” and “different” e.g. In what ways am I like Eddie? How is my behaviour different from Sarah’s? 	<ul style="list-style-type: none"> <input type="checkbox"/> Listen for information <input type="checkbox"/> Deduce information from text 	<p>Understanding of ideas, events and characters clearly stated</p> <p>Comparisons accurately state similarities/ differences between self and character/ situation/ event</p>
Comment on and respond to verbal and non-verbal communication cues	<p>Discuss with classmates the feelings characters in different story portray and allow them to make comparisons with their own feelings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expressing empathy with characters. e.g. “I understand how he feels because ...” 	<ul style="list-style-type: none"> <input type="checkbox"/> Respond to verbal and non-verbal cues 	<p>Empathy appropriately expressed</p>
Listen to audio recording or reading then express views about how the story or information has been presented	<p>Listen to stories being read or view recordings of stories.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use Trade Books to talk about my body, e.g. “Watch Me Grow”, “The Hungry Caterpillar” <input type="checkbox"/> Discuss, using the books as reference, things we need to grow. <input type="checkbox"/> Use Read Aloud activities to discuss “How to take care of the body.” <input type="checkbox"/> Talk about taking care of pets/ books/ animals/ the school grounds/ the environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Deduce information from electronic media 	<p>Comparisons made and discussed with reference to stories heard/ viewed</p>
Listen with sustained concentration and build new stores of words in different context	<p>Recognise new words used by speakers and use them to build vocabulary.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrate new words learned in speaking activities. <input type="checkbox"/> Participate in daily vocabulary practice in using new words in sentences and conversation with peers. <input type="checkbox"/> Engage daily in extended learning activities using new vocabulary words. <input type="checkbox"/> Create word banks with the assistance of peers. <input type="checkbox"/> Use syllabication and other phonetic skills to spell the new words heard. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise vocabulary words <input type="checkbox"/> Create word banks 	<p>New words used accurately in discussions/ sentence construction</p>

<p>Listen to and follow instructions accurately, seeking clarification if and when necessary</p>	<p>Discuss what good listeners and speakers do.</p> <p>Practice activities which demonstrate what good speakers and listeners do. e.g. listening, speaking, viewing, thinking.</p> <p>Listen and ask questions to clarify understanding</p> <p>Listening activities:</p> <p>Write down words they have never heard before. Make a guess at how to spell unfamiliar words. Write down other surrounding words to decipher what the word might be or to write down the time when the word was heard so you can go back to the spot and listen again.</p> <p>In pairs, assign who will play the "artist" and who will "talk". The teacher shows a picture to the "talker". The goal of each pair is to come up with an illustration similar to what the teacher will show. The "talker" will give instructions on how the "artist" will draw the picture. The artist should listen carefully to the talker to draw the illustration. They can switch roles afterwards.</p> <p>Record voice journals about their week/ a special event or activity they participated in, in response to discussion topic. Listen to several of their classmates and give each other comments.</p> <p>Points to Note (For schools equipped with the requisite ICT tools). This works just like a blog but with student voices rather than writing. Even if your school does not have computers with microphones or recording capabilities, students can use a phone/tablet to record their voice blog</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Listen attentively <input type="checkbox"/> Ask questions <input type="checkbox"/> Answer questions asked 	<p>Rules for listening and speaking observed</p>
<p>Describe pictures, familiar surroundings/ people/things</p>	<p>Participate in picture discussion. Talk about each picture by responding to guiding questions.</p> <p style="text-align: center;"><i>What is this?</i></p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe pictures 	<p>Descriptions are guided by questions asked</p>

	<p>What is it doing?</p> <p>Why do you think he is doing this?</p> <p>What story does this picture tell?</p> <p><i>What are these?</i></p> <p>What  do you do with them?</p> <p>How  many of them are in the picture?</p> <p>Name the colours.</p> <p>What is your favourite colour?</p> <p>Why is it your favourite colour?</p>		
<p>Describe incidents and tell stories from their own experience</p>	<p>Listen to short stories and pay keen attention to what is said about the characters and the setting. Work in pairs/small groups to identify the words or phrases used to describe the characters and the setting. Teacher will lead the discussion to provide focus on describing words in stories.</p> <p>Students will talk about an incident they saw or witnessed. They will use descriptive words to help classmates to “see” the images they saw or heard about.</p> <p>Students will share stories from their own experiences. Their story can be about a place they visited, what they saw and what they did there.</p> <p>Teachers are encouraged to explore other listening and speaking activities on the internet/offline software/books.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Give descriptions <input type="checkbox"/> Listen to stories <input type="checkbox"/> Share stories 	<p>Descriptions given vividly describe characters and setting</p>



STRAND: WORD RECOGNITION AND FLUENCY

ATTAINMENT TARGETS		OBJECTIVES	
		Students should be able to:	
<ul style="list-style-type: none"> <input type="checkbox"/> Read fluently and with appreciation <input type="checkbox"/> Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices <input type="checkbox"/> Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words <input type="checkbox"/> Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words 		<ul style="list-style-type: none"> <input type="checkbox"/> Learn and practice mouth formations for different sounds of the alphabet <input type="checkbox"/> Separate individual phonemes in given words <input type="checkbox"/> Blend phonemes to form words <input type="checkbox"/> Substitute consonant sounds in words with similar rhymes to derive new words <input type="checkbox"/> Sequence letters of the alphabet <input type="checkbox"/> Identify onsets and rhymes in given words <input type="checkbox"/> Identify and match initial/final sounds with letters <input type="checkbox"/> Differentiate between word initial consonant and vowel sounds <input type="checkbox"/> Chunk words to aid recognition <input type="checkbox"/> Form and pronounce words with different inflectional ending <input type="checkbox"/> Learn and use basic sight words <input type="checkbox"/> Learn and use sight words and vocabulary linked to grade level curriculum <input type="checkbox"/> Spell targeted words using sight vocabulary <input type="checkbox"/> Use picture clues to determine vocabulary for particular contexts <input type="checkbox"/> Apply skills of segmenting and blending to spell given words <input type="checkbox"/> Determine synonym pairs from given sets of words 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Learn and practice mouth formations for different sounds of the alphabet	STUDENTS WILL: Watch alphabet videos and sing along with video to learn and practice the sounds of the letters of the alphabet.	<input type="checkbox"/> Practice letter sounds	Alphabet sounds reproduced correctly
Separate individual phonemes in given	Continue to practise the skill of separating/ segmenting phonemes	<input type="checkbox"/> Segment	Phonemes are accurately segmented

words	<p>by playing the game <i>'Back Where I Started'</i></p> <p>Stand in two lines/teams and alternatively orally segment a word assigned by the teacher.</p> <p>As each student correctly segments the given word, he/she will move to the back of the line. If the student segments the word incorrectly, he/she will remain in position.</p> <p>The first line/team to have all students back in their original position (that is, from front to back) will be declared the winners.</p>	phonemes	
Blend phonemes to form words	<p>Continue to practise the skill of blending phonemes by engaging the activity called 'Secret Agent'. The aim of the activity is to prevent the enemy from knowing what you are saying by dragging out the sounds in the word. Listen as teacher segments a word r-a-g. The first student (enemy) to blend the sounds quickly and say the word aloud will be the next 'Secret Agent'. The activity continues to allow different students to become agents.</p>	<input type="checkbox"/> Blend phonemes	Phonemes accurately blended to form whole words
Substitute consonant sounds in words with similar rimes to derive new words	<p>Stand in a large circle and supply a new object word (could be a nonsense word) with the same rhyme after the first participant (Could be teacher) starts by setting the rhythm and producing the first sentence; for example, 'I have a sack'. Second participant could say 'I have a rack' and the activity would continue in this manner. Students who are unable to supply new words by substituting consonant sounds would be required to stand outside the circle as the game continues</p>	<input type="checkbox"/> Substitute phonemes	Phonemes appropriately substituted to produce new words/non-words
Phonics			
Sequence letters of the alphabet	<p>In pairs, use letter tiles/cards to rearrange given sequences of letters of the alphabet to produce the right sequences.</p> <p>For example,</p> 	<input type="checkbox"/> Sequence parts of alphabet	Given letter sequences accurately rearranged according to order of the alphabet

Identify onsets and rhymes in given words.	On given work cards or erasable writing pads, generate list of words/word families by changing the onsets or initial consonant but retaining the given rhyme. For example, bat, cat, fat, hat, mat, Pat, rat, sat	<input type="checkbox"/> Form word families	Word patterns are appropriately developed by substituting different onsets in given words
Identify and match initial/final sounds with letters	Listen as words are read individually. When asked to give the beginning or end sound, produce the sound heard, then write the related letter on paper and/or trace it in a sandbox. Repeat the sound, then 'write it in the air'.	<input type="checkbox"/> Match initial/final sounds to letters	Sounds and letters are accurately matched
	Review letter sounds by working with a given set of letter cards. Listen to the word which is read and respond when asked which sound occurs at the beginning or the end by holding up the related letter card.	<input type="checkbox"/> Match initial/final sounds to letters	Sounds and letters are accurately matched
Differentiate between word initial consonant and vowel sounds	Listen to tapes of songs with vowel sounds or learn songs with vowel sounds in order to memorize these sounds.	<input type="checkbox"/> Memorize vowel sounds	
	Manipulate sounds based on instructions, e.g. substitute an initial consonant, for another consonant, and substitute a vowel for another vowel. (Non-words are allowed in this exercise) e.g. Teacher holds up the word card with rat and says In the word rat change the first letter sound - bat In the word rat , change the vowel sound to another vowel sound - rot	<input type="checkbox"/> Distinguish between initial consonants and vowels <input type="checkbox"/> Manipulate sounds	Initial consonants are clearly differentiated from vowels Vowel sounds and initial consonants are appropriately manipulated to reinforce differences between the two
Structural Analysis			

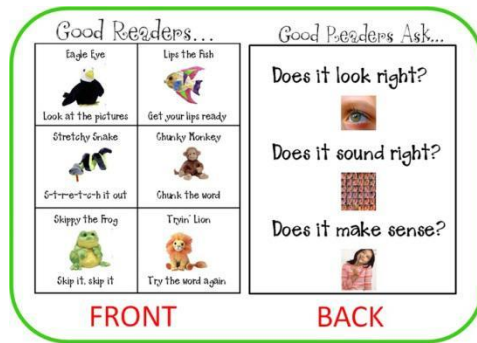
Chunk words to aid recognition	In pairs, examine given words and identify the parts or words they recognize within these words. Read and cover the parts they know with a strip of paper and then try to use phonics, sight word or other strategy to figure out the part that is unfamiliar.	<input type="checkbox"/> Chunk words	Targeted words are appropriately chunked to aid recognition
Form and pronounce words with different inflectional ending	Read sentences with words that have different inflectional endings. e.g. The dog runs away. The dog is running.	<input type="checkbox"/> Pronounce words	Words with inflection endings are correctly pronounced
Sight Words			
Learn and use basic sight words	Play ‘Catch the Fly’ Word game. Students stand apart from each other outdoors. Basic sight words/other sight words are written on fly-shaped paper/cards and are attached to the back of each child in the game. The teacher calls a basic sight word and the first person who is able to reach and touch the child with the word on his/her back is the winner.	<input type="checkbox"/> Identify sight words	Basic and other curriculum-related sight words are accurately identified
Learn and use sight words, vocabulary linked to grade level curriculum	Match sight word cards to large word grid placed on class whiteboard or chalkboard, when targeted sight words (basic and other) are called. Use any three (3) sight words on the grid to write simple sentences.	<input type="checkbox"/> Identify and use sight words	Sight words are accurately identified and appropriately used in sentences
Spelling			
Spell targeted words using sight vocabulary	Learn sight word from labelled items such as table, desk, plant, door, board, and window in the classroom over a one week period. After labels have been removed, write list of words as directed by teacher.	<input type="checkbox"/> Spell sight words	Sight words accurately spelt from memory

Apply skills of segmenting and blending to spell given words	In pairs, practise to segment sounds, match letters to sounds and blend words given by each member of the pair from an approved list of words.	<input type="checkbox"/> Spell words <input type="checkbox"/> Apply phonics skills	Skills of segmenting and blending are effectively applied to spell words
Vocabulary Development			
Use picture clues to determine vocabulary for particular contexts	<p>Play <i>Guess the Word Game</i>. In this game, a riddle is given and three pictures are presented to students. They must use one of the pictures to come up with the word that solves the riddle.</p> <p>For example,</p> <p><u>Riddle</u></p> <p>I am a word which is just as bright as light and also begins with the letter 'b'. I describe someone's mind but can also describe other things that you can see. Which word am I?</p> <p><u>Pictures</u></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Clue: Brain with sparks showing brilliance</p> <p>Answer: Brilliant</p>	<input type="checkbox"/> Use picture clues	Picture clues are effectively used to assist in determining appropriate vocabulary to suit context
Determine synonym pairs from given set of words	<p>In pairs, use word wall to select words which mean the same; for example, big/large, glad/happy, sick/ill. Find and match the synonyms and present their work on their desks to be viewed by the teacher and peers.</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="border: 1px solid blue; border-radius: 50%; padding: 5px; display: inline-block;">happy</div> <div style="border: 1px solid blue; border-radius: 50%; padding: 5px; display: inline-block;">glad</div> </div>	<input type="checkbox"/> Identify/match synonyms <input type="checkbox"/> Work cooperatively	<p>Synonyms are accurately identified</p> <p>Cooperation is satisfactorily demonstrated as students work to find and match synonyms</p>

STRAND: COMPREHENSION			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events <input type="checkbox"/> Use deduction and inference to interpret information and ideas and to predict outcomes <input type="checkbox"/> Read fluently and with appreciation 		Students should be able to: <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions to seek clarification/elaboration <input type="checkbox"/> Restate or recall information presented in texts <input type="checkbox"/> Identify the main idea in texts <input type="checkbox"/> Continue to use a range of reading strategies such as QAR, DLTA, DRTA and Fix-Up Strategies to extract and process meaning from texts 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Ask questions to seek clarification/elaboration	<p>STUDENTS WILL:</p> <p>Draw pictures of their favourite activity or toy. In pairs show their item or picture. Take turns asking questions about the picture. After a few minutes they will switch roles.</p> <p><i>Points to Note</i></p> <p>Before the activity starts advise students to ask their friends questions about their activity/toy and to remain on topic until it is their turn to answer questions about their activity/toy.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Respond to questions <input type="checkbox"/> Generate questions 	Questions and answers generated are aligned to picture drawn
Restate or recall information presented in texts	Observe as teacher engages in a think aloud activity demonstrating how to recall/restate details from text read then ask and answer clarifying questions.	<input type="checkbox"/> Observe teacher demonstration	Questions and responses demonstrate understanding of the strategy modelled
	Read grade level text and record or restate important details such as characters, time, place, sequence etc. using teacher prepared/sourced checklist / table.	<ul style="list-style-type: none"> <input type="checkbox"/> Read grade level text <input type="checkbox"/> Restate details 	Details accurately represent information presented in text
	Work in pairs to read grade level self-selected text. Prepare written or oral retellings to share important information from	<input type="checkbox"/> Retell information read	Retellings accurately capture important information in text

	text. Read retellings to the class for critique.		
	Collaborate with teacher to engage in a read aloud activity. Use teacher prepared/sourced graphic organiser to restate important information from the text. Share graphic organiser with classmates.	<input type="checkbox"/> Restate ideas in text	Graphic organisers depict the main ideas deduced from the text
identify the main idea in texts	Work in groups to match supporting details with a central or main idea. One group of students will have strips with the main ideas while the rest of the class will be given sentence strips to read and match with a main idea.	<input type="checkbox"/> Identify main idea	Sentence strips accurately matched with the main idea
	View picture (s) in grade level or any available text. State and summarize what is happening using ten (10) words or less.	<input type="checkbox"/> View pictures <input type="checkbox"/> Identify main idea	Ten words supplied accurately capture the main idea of the pictures viewed and analysed
	Reflect on the activities engaged in over a particular period (e.g. weekend or Easter break). Use two words to communicate same (e.g. Sister's birthday). Write one or two sentences that could serve as detail sentences for the two word main ideas given by their classmates.	<input type="checkbox"/> Reflect on activities <input type="checkbox"/> Identify main idea <input type="checkbox"/> Provide supporting details	Two words clearly communicate the main idea of the activity or activities engaged in over the period specified Detail sentences accurately constructed to communicate meaningful details to support the main ideas cited
Continue to use a range of reading strategies such as QAR, DLTA, DRTA and Fix-Up Strategies to extract and process meaning from texts	Read grade level text and use the good readers chart or any other strategy chart to extract and process understanding.	<input type="checkbox"/> Read text <input type="checkbox"/> Apply strategy	Use of strategies demonstrated during the learning episode

e.g.



<https://teachermaterials.weebly.com/fix-up-strategies.html>

Points to Note

Teacher models strategy and gives guidance until students can apply the strategy independently.

STRAND: GRAMMAR AND CONVENTIONS

ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC <input type="checkbox"/> Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately <input type="checkbox"/> Use a range of punctuation correctly 		<p>Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accurately use full stops in simple sentences <input type="checkbox"/> Differentiate between the use of capital and common letters <ul style="list-style-type: none"> ➤ <i>Names, Beginning of sentences, Pronoun 'I'</i> <input type="checkbox"/> Respond to and use appropriately the past tense forms of the verb 'to be' was, were <input type="checkbox"/> Identify and categorize common nouns in a variety of texts <input type="checkbox"/> Describe a variety of nouns using appropriate adjectives <ul style="list-style-type: none"> ➤ Shape ➤ Colour ➤ Texture ➤ Size <input type="checkbox"/> Apply appropriately the indefinite articles 'a' and 'an' in sentence construction <input type="checkbox"/> Identify and use appropriately first person singular pronouns <ul style="list-style-type: none"> ➤ Personal Pronouns- I, me, ➤ Possessive Pronouns – my, mine 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Accurately use full stops in simple sentences	<p>STUDENTS WILL:</p> <p>Observe as teacher models the use of full stops in joint construction of sentences. Offer advice as to correct placement of full stops.</p> <p>Use full stops to complete simple sentences in teacher -created cartoons.</p> <p>Take turns to serve as punctuation monitor/ monitress who will review the work of their peers to encourage consistent use of full stops.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Observe and advise on punctuation usage <input type="checkbox"/> Construct sentences <input type="checkbox"/> Use full stops <input type="checkbox"/> Edit for punctuation 	<p>Advice accurately given on correct placement of full stops in sentences</p> <p>Full stops correctly used to complete teacher-made cartoons</p> <p>Work done by peers satisfactorily edited for the use of full stops</p>

<p>Differentiate between the use of capital and common letters.</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Names</i> <input type="checkbox"/> <i>Beginning of sentences</i> <input type="checkbox"/> <i>Pronoun 'I'</i> 	<p>With their teacher's assistance complete a Capital Letter Analysis Chart using stories from their Readers.</p> <table border="1" data-bbox="499 331 875 765"> <thead> <tr> <th>Rules for Capitalization</th> <th>Example from the Story</th> </tr> </thead> <tbody> <tr> <td>The letter I</td> <td>I am a boy.</td> </tr> <tr> <td>Beginning of a sentence</td> <td>We are playing.</td> </tr> <tr> <td>Name of people</td> <td>My name is Betty.</td> </tr> </tbody> </table> <p>Point to Note:</p> <p>Chart should be tailored to suit the examples of capitalization in the story/ stories being used.</p>	Rules for Capitalization	Example from the Story	The letter I	I am a boy.	Beginning of a sentence	W e are playing.	Name of people	My name is B etty.	<ul style="list-style-type: none"> <input type="checkbox"/> Identify capital letters <input type="checkbox"/> Recognise the rules for capitalization <input type="checkbox"/> Read stories 	<p>Examples of capitalization accurately chosen from given stories and appropriately used to complete Capital Letter Chart</p>																	
Rules for Capitalization	Example from the Story																											
The letter I	I am a boy.																											
Beginning of a sentence	W e are playing.																											
Name of people	My name is B etty.																											
<p>Describe a variety of nouns using appropriate adjectives</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shape <input type="checkbox"/> Colour <input type="checkbox"/> Texture <input type="checkbox"/> Size 	<p>Complete an interactive chart by inserting word cards with adjectives that can be used to describe nouns.</p> <table border="1" data-bbox="499 1043 1296 1216"> <thead> <tr> <th>Nouns</th> <th>Shape</th> <th>Colour</th> <th>Texture</th> <th>Size</th> </tr> </thead> <tbody> <tr> <td>cookie</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>block</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>pencil</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>phone</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Points to Note</p> <p>Students can be given the table as a worksheet or as a chart. Activity can be used as a group or independent activity.</p>	Nouns	Shape	Colour	Texture	Size	cookie					block					pencil					phone					<ul style="list-style-type: none"> <input type="checkbox"/> Describe nouns 	<p>Adjectives used appropriately to describe nouns</p>
Nouns	Shape	Colour	Texture	Size																								
cookie																												
block																												
pencil																												
phone																												

	<p>From a given story find and circle all the adjectives. Choose one of the adjectives and find/draw a picture which the adjective describes. Explain to peers why the adjective suits the picture.</p> <p>Sort/classify adjectives used above into categories:</p> <table border="1" data-bbox="687 427 1114 534"> <thead> <tr> <th>Shape</th> <th>Colour</th> <th>Texture</th> <th>Size</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Think/ Search for other adjectives which could fit under each heading.</p> <p>Sing the adjective song below to the tune of “Skip to My Lou”</p> <div data-bbox="687 678 997 1112" style="border: 1px solid black; padding: 5px;"> <p>Adjective Song <i>Adjectives are describing words, Adjectives are describing words, Adjectives are describing words, They tell more about nouns.</i></p> <p><i>Big, fat, thin, tall; Rough, tough, smooth,</i></p> </div> <p>(USAID/ MoE partnership for Improved Reading Outcomes)</p>	Shape	Colour	Texture	Size									<ul style="list-style-type: none"> <input type="checkbox"/> Identify adjectives <input type="checkbox"/> Associate nouns with adjectives <input type="checkbox"/> Discuss adjectives <input type="checkbox"/> Classify adjectives 	<p>Adjectives in given story correctly identified</p> <p>Adjectives appropriately associated with nouns</p> <p>Explanations satisfactorily given to justify noun and adjective association</p> <p>Adjectives appropriately sorted using given categories</p>
Shape	Colour	Texture	Size												
<p>Identify and categorize common nouns in a variety of texts.</p>	<p>Create a common noun poster board on a theme being studied in class. Collect and organize pictures in categories e.g. ‘People’, ‘Places’ etc.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create posters <input type="checkbox"/> Identify common nouns <input type="checkbox"/> Classify pictures of 	<p>A range of pictures of common nouns satisfactorily organized on class poster board</p>												

	Compete to search for common nouns in their readers and in teacher – made Find-a-Word puzzles.	<ul style="list-style-type: none"> nouns <input type="checkbox"/> Compete with peers <input type="checkbox"/> Complete Find-a-Word puzzles 	Common nouns accurately identified in class readers and puzzles
Apply appropriately the indefinite articles ‘a’ and ‘an’ in sentence construction.	<p>In small groups participate in a game of Jigsaw where they put together sentence strips to make sentences with ‘a’ and ‘an’.</p> <p>Discuss the differences in the use of both words.</p> <p>Participate in a ring game where they clap to a given rhythm while supplying a noun with its appropriate indefinite article (‘an’, ‘a’) attached for every letter of the alphabet.</p> <p>E.g. CLAP CLAP...</p> <p>STUDENT #1: “an ant”</p> <p>CLAP CLAP...</p> <p>STUDENT #2: “a boy”</p> <p>Use at least three of the nouns used in the game to construct sentences (articles must be used).</p> <p>Point to Note:</p> <p>Students do not need to be introduced to the technical term ‘indefinite article’ at this grade level.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with peers <input type="checkbox"/> Construct sentences <input type="checkbox"/> Use indefinite articles <input type="checkbox"/> Discuss use of indefinite articles <input type="checkbox"/> Use indefinite article <input type="checkbox"/> Recognize nouns <input type="checkbox"/> Associate nouns with letters of the alphabet <input type="checkbox"/> Construct sentences 	<p>Indefinite articles appropriately used to fit sentences together</p> <p>Indefinite articles appropriately used with chosen nouns in ring game</p> <p>Indefinite articles and nouns (at least three) used satisfactorily to construct sentences</p>
Identify and use appropriately first person singular	Bring to class pictures of themselves doing their favourite activity. Write a sentence about the picture using their names and one	<ul style="list-style-type: none"> <input type="checkbox"/> Generate sentences 	Sentences using nouns and pronouns satisfactorily constructed using

<p>pronouns</p> <p>Personal Pronouns- I, me,</p> <p>Possessive Pronouns – my, mine</p>	<p>sentence using a pronoun.</p> <p>Read their sentence aloud to a partner and tell them about the pronoun and the noun it replaces.</p> <p>Identify pronouns in their readers. Write down the noun to which each pronoun refers.</p>	<p>from pictures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify pronouns <input type="checkbox"/> Replace nouns with pronouns <input type="checkbox"/> Discuss pronoun and noun relationship 	<p>picture stimuli</p> <p>Pronoun usage adequately discussed with peers</p> <p>Pronouns correctly identified in class Readers</p> <p>Noun and pronoun relationships correctly identified</p>
--	---	---	--

STRAND: WRITING			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Develop approaches to the writing process to enable them to organise their ideas into a coherent structure including, layout, sections and paragraphs <input type="checkbox"/> Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi -media approaches to their writing <input type="checkbox"/> Use language and text forms appropriately and with imagination to create vibrant and engaging texts <input type="checkbox"/> Write well-constructed paragraphs which have linking sentences within and between them 		Students should be able to: <ul style="list-style-type: none"> <input type="checkbox"/> Participate in a variety of prewriting activities including drawing, brainstorming, and graphic organizers <input type="checkbox"/> Write multiple complete sentences to support a main idea or story <input type="checkbox"/> Modify written pieces to add details <input type="checkbox"/> Select pieces of writing for classroom publication or sharing with peers <input type="checkbox"/> Develop a clear and fluent joined-handwriting style 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Participate in a variety of prewriting activities including drawing, brainstorming, and graphic organizers.	STUDENTS WILL: WRITING PROCESS 1. STORY WRITING Prewriting Examine pictures related to topic of focus. Supply words or phrases that can be used to talk about the picture, e.g. Words relating to colour, people etc. Use words written to orally construct sentences depicting the topic on which story will be based. Observe teacher modelling by writing examples of the students' sentences on the chalkboard.	<input type="checkbox"/> Generate and organize ideas for writing	Ideas generated reflect model chosen (pictures, stories etc.)
Write complete sentences to support a main idea or story.	Drafting <ul style="list-style-type: none"> <input type="checkbox"/> Work in pairs to compose draft of their stories using the words identified to assist. <input type="checkbox"/> Work in pairs to use the interactive writing strategy to compose story using the ideas generated. 	<input type="checkbox"/> Compose sentences	Sentences composed with new ideas and are appropriately organized

Modify written pieces to add details	Revising Meet with teacher to discuss the draft pieces. Write down strengths and weaknesses identified by teacher and suggestions for improving the pieces.	<input type="checkbox"/> Revise work done	Revised story reflects modifications made
Modify written pieces to add details	Editing and Proofreading Rewrite their draft pieces using information from teacher led discussion/conference on construction paper.	<input type="checkbox"/> Edit work	Revised writing reflects feedback from discussions/conference focusing on accuracy of information, capitalization, spelling, handwriting and correct sequence
Select pieces of writing for classroom publication or sharing with peers. Develop a clear and fluent joined-handwriting style	Publishing Work with teacher, parent, sibling etc. to prepare (<i>add, colour, borders, ensure legible handwriting etc.</i>) written pieces for display in the writing corner or Author's Wall of Fame.	<input type="checkbox"/> Share completed written work <input type="checkbox"/> Write legibly	Published pieces are related to the topic of focus and exemplify good use of capitalization, punctuation (full stop), pluralization of nouns, and formation of letters Pieces reflect joined handwriting style

RESOURCES:

- **Dolch Sight Word List for Grade 1(basic sight words)**
- **Fry's Word List- High frequency words – The first hundred**
- **Words from Literacy 1-2-3 big/little books (readers)**
- **Words from concepts being learnt in Integrated Studies**
- **Words related to general Language Arts content for Term 3 units.**
- **Relevant learning websites – videos, Power Point presentations and interactive activities , including games**
- **Word cards**
- **Letter cards**
- **Personal flash cards**
- **Sentence strips**
- **Supplementary readers**
- **Laptop**
- **Multimedia Projector**
- **Internet**
- **Tape recorder**

NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 1 LANGUAGE ARTS

TERM2 – UNIT1 – 6 WEEKS

Grades 1 – Term 2 – Unit 1 – 6 week

Introduction to the Unit:

As students approach the second term in Grade 1, they are deemed more mature and are functioning more effectively at the primary level. The level of scaffolding required has now decreased and they have begun to develop an appreciation for independent learning. For this unit, students will be utilising in an independent way majority of the skills learnt in term 1. Additionally, those skills will be used as spring boards to acquiring a new set of skills for each strand.


Students will be actively engaged in asking and responding to a variety of messages as they seek to confirm or refute perspectives expressed by their peers. This will be executed as they engage in listening and interpreting messages from various sources. Students will continue to utilise their knowledge of phonemic awareness and phonics as they engage in daily alphabet drills and recognise and use constituent parts of words to aid encoding and decoding tasks.


As students decode and encode words with the aim of gaining understanding, they will be guided in using personal experiences and information in text to make connections and draw inferences from a variety of text forms. At the same time, students understanding and use of personal and possessive pronouns will be developed and utilised as they read and write for a variety of purposes. Subsequently, students will collaborate with their teacher to develop and use editing checklists to assess their own writing and that of their peers. All these skills will be demonstrated in a combined way through the composition of more complete pieces for publishing.

Overall, the completion of this unit will better position students as strategic learners who are more prepared to embrace the level of learner autonomy promoted by the constructivist approach to learning.

STRAND: SPEAKING AND LISTENING

ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively <input type="checkbox"/> Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit <input type="checkbox"/> Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies <input type="checkbox"/> Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features 		<p>Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen for and interpret specific information from a variety of sources <input type="checkbox"/> Listen attentively and ask and answer questions to clarify or confirm what is heard <input type="checkbox"/> Retell stories, ordering events using story language <input type="checkbox"/> Describe incidents and tell stories from their own experience <input type="checkbox"/> Talk about and dramatize scenes depicted in pictures and stories used in class 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Listen for and interpret specific information from a variety of sources	<p>STUDENTS WILL:</p> <p>Listen to Read Aloud activities/ electronic recordings about different types of families. e.g. nuclear, extended, single-parent, adopted, foster families.</p> <p>Discuss types of families.</p> <p>Share information about their family type.</p> <p>Identify by naming people at home and in their communities.</p> <ul style="list-style-type: none"> ○ How many people are in my family? ○ Where do I live? ○ Who are the people in my community? e.g. police, soldiers, teachers, nurses, vendors, shopkeepers, mechanics 	<ul style="list-style-type: none"> <input type="checkbox"/> Listen for specific information <input type="checkbox"/> Speak about specific information received 	Information from text is appropriately interpreted and discussed
Listen attentively and ask and answer questions to clarify or confirm what is heard	<p>Listen to electronic recordings/sounds produced by teacher of different types of sounds</p> <ul style="list-style-type: none"> ○ Listen to sounds and say what animal/thing makes the sound. ○ Justifiably discuss/ defend response 	<ul style="list-style-type: none"> <input type="checkbox"/> Listen attentively <input type="checkbox"/> Ask questions 	Responses clarified/confirmed information received

	<p>Examples of sources of sounds:</p> 	<p>to clarify information received</p> <p><input type="checkbox"/> confirm information received</p>									
<p>Retell stories, ordering events using story language</p>	<p>Listen to Read Aloud activities/ recorded stories Recount experiences (e.g. talk about activities in the order they occurred in the story). Refer students to the retell chart to help them sequence information.</p> <table border="1" data-bbox="592 748 931 1083"> <tr> <td>First,</td> <td></td> </tr> <tr> <td>Next,</td> <td></td> </tr> <tr> <td>Then,</td> <td></td> </tr> <tr> <td>Last,</td> <td></td> </tr> </table> <p>http://www.whattheteacherwantsblog.com/2011/10/common-core-and-you-part-deux.html</p>	First,		Next,		Then,		Last,		<p><input type="checkbox"/> Retell stories in sequence</p>	<p>Information shared is accurately sequenced</p>
First,											
Next,											
Then,											
Last,											
<p>Describe incidents and tell stories from their own experience</p>	<p>Discuss activities students do outside of school Talk freely about their “family time”</p> <ul style="list-style-type: none"> ○ Where do you go? ○ What do you do there? ○ How do you get there? ○ When do you go there? 	<p><input type="checkbox"/> Use describing words</p>	<p>Describing words accurately used in presentation/ story telling/ discussion</p>								


<p>Talk about and dramatize scenes depicted in pictures and stories used in class</p>	<p>View different pictures and describe/dramatize what is seen. Share similar experiences they have</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe scenes seen/ described in stories <input type="checkbox"/> Dramatize scenes from stories 	<p>Descriptions/ dramatization accurately portray scenes in text</p>
---	--	---	--

STRAND: WORD RECOGNITION AND FLUENCY

STRAND: WORD RECOGNITION AND FLUENCY			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Read fluently and with appreciation <input type="checkbox"/> Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices <input type="checkbox"/> Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words <input type="checkbox"/> Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words 		<p>Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practise phonemic awareness skill of segmentation in order to build foundation for phonic development <input type="checkbox"/> Practise daily alphabet drill <input type="checkbox"/> Arrange letters sequentially <input type="checkbox"/> Learn and practise mouth formations for different sounds of the alphabet based on models provided <input type="checkbox"/> Blend phonemes to form words <input type="checkbox"/> Use different onsets with given rimes to create word families <input type="checkbox"/> Segment words into their constituent phonemes and blend them to read words <input type="checkbox"/> Recognise the constituent parts of two-syllable and three-syllable words and combine the syllables to aid decoding <input type="checkbox"/> Identify monosyllabic words in compound word to aid decoding <input type="checkbox"/> Build a store of sight words to aid reading <input type="checkbox"/> Use a variety of strategies and games to practice sight words learnt through <input type="checkbox"/> Spell words using their understanding of the relationship between segmenting & blending phonemes and blending graphemes <input type="checkbox"/> Use picture cues to aid the identification and use of targeted vocabulary <input type="checkbox"/> Classify words into categories <input type="checkbox"/> Categorize items using words/phrases 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
<p>Students should be able to:</p> <p>Practice phonemic awareness skill of</p>	<p>STUDENTS WILL:</p> <p>Listen to different words read aloud by teacher and produce the phoneme in a given part of the word i.e. (the beginning, middle, or end) e.g. p, o, g, u, r, v, l</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Isolate and produce phonemes 	<p>Phonemes in specific parts of words are accurately identified.</p>

segmentation in order to build foundation for phonic development	For example, Word- rug Beginning sound -/r/ Medial/middle sound - /u/ End sound - /g/		
	Listen to recorded one syllable words and do the following after teacher modelling: Identify how many different sounds they hear in the word Reproduce the sounds they hear in the word. For example Three (3) phonemes- r/u/g	<input type="checkbox"/> Count phonemes <input type="checkbox"/> Reproduce phonemes	Phonemes accurately segmented, counted and reproduced
	In teams, students will take turns to play the game ‘Tell Me What’ game. Each team will have a bag of items. The lead student will dip his/her hand into the bag and grasp an item. He /she may identify the item by simply feeling it but has the option of peeping at it as well. The student will say something like ‘I have an /a /p/ /l/’. The student who is able to blend the sounds quickly and say the word is given the chance of being the leader and it continues until the cue is given for it to end.	<input type="checkbox"/> Segment and blend phonemes	Phonemes are accurately segmented and blended
Phonics			
Practice daily alphabet drill	Listen and sing along with alphabet tape as part of daily routine as they view alphabet chart	<input type="checkbox"/> Listen/participate in alphabet song	Daily alphabet drill appropriately practised through listening and repeating letters and sounds
Arrange letters sequentially	Write the beginning letter of their last names on letter cards. Hold cards in hands and in small groups arrange themselves in alphabetical order.	<input type="checkbox"/> Sequence letters	Letters are arranged correctly in alphabetical order

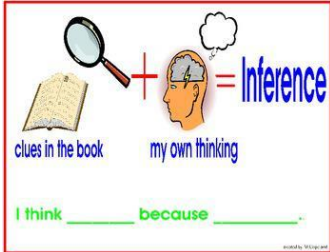

Learn and practice mouth formations for different sounds of the alphabet based on models provided	View and listen to phonics videos or observe teacher modelling mouth formations for each letter.	<input type="checkbox"/> Practise mouth formations	Mouth formations are appropriately practised based on video/teacher models
Use different onsets with given rimes to form new words	<p>Word Families (Phonograms- rimes)</p> <p>Practise word patterns by using magnetic letters or other tools to create phonograms [en] and [it] e.g.</p> <p> <u>men</u> <u>sit</u> Ben pit <u>ten</u> <u>lit</u> <u>den</u> bit </p>	<input type="checkbox"/> Substitute onsets <input type="checkbox"/> Create word families	Word families appropriately created using rimes -en and - it
Segment words into their constituent phonemes and blend them to read words	Look carefully at given lists of CVC non- words. Demonstrate the skill of segmenting these words into phonemes and then blending them together.	<input type="checkbox"/> Segment and blend non-words	Non-words accurately decoded through the application of segmenting and blending strategies
Blend phonemes to form words	Read given word lists followed by related passages. Apply the skill of blending and segmenting unfamiliar words in order to read them. Use teacher/peer demonstration to assist in applying strategy where there is a challenge.	<input type="checkbox"/> Segment and blend words	Words accurately decoded through the application of segmenting and blending strategies

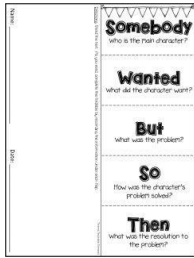
STRUCTURAL ANALYSIS			
Syllabication			
Recognise the constituent parts of two-syllable and three-syllable words and combine the syllables to aid decoding	<p>Observe teacher modelling syllabication strategy of clapping out each syllable or watch learning video which indicates how this is done.</p> <p>They will then listen to given words, e.g.</p> <p><i>family, wedding, birthday, parents, grandparents,</i></p> <p>and indicate the syllables by practising the strategy observed.</p>	<input type="checkbox"/> Demonstrate syllabication of words	Accurate identification of syllables through clapping strategy
Identify monosyllabic words in compound words to aid decoding	<p>Identify the two words that are in a compound word and use them to create jig-saw puzzle cards.</p> <p>e.g. batman, eggroll, raindrop,</p> 	<input type="checkbox"/> Identify compound words	Compound cards are correctly decoded
SIGHT WORDS			
Build a store of sight words to aid reading	<p>Develop personal flash cards with basic and other sight words. Refer to words from the Dolch Basic Sight Word List and List of 200 picture words, as well as words being learnt from the curriculum. Use these cards to revise words with peers as extension activities before classes, during break periods and as transition between activities.</p>	<input type="checkbox"/> Create flash cards <input type="checkbox"/> Revise sight words	Flash cards meaningfully used to revise sight words
Use a variety of strategies and games to practice sight words	<p>Play Word Hunt game in which students find sight words hidden in different parts of the classroom - under chairs, under bags, in corners, behind cupboards, etc. They search and find as many</p>	<input type="checkbox"/> Identify sight words	Sight words accurately identified

learnt	words as they can but the winner is the one with the highest number of words and who is able to accurately identify each word found.		
	Engage in a number of interactive on-line off-line games with sight words at their grade level.	<input type="checkbox"/> Identify sight words	Sight words accurately identified in on-line/off-line games
	Use Word Wall to reinforce sight word vocabulary through games such as 'I Spy' and other activities.	<input type="checkbox"/> Revise sight words	Sight words accurately identified
	Play Hopscotch and other physical games to reinforce sight words.	<input type="checkbox"/> Revise sight words	Sight words accurately identified
SPELLING			
Spell words using their understanding of the relationship between segmenting & blending phonemes and blending graphemes	Following teacher modelling, repeat a given word (words with regular phoneme/ grapheme matching) – segment the sounds in the word and then attempt to give the letters which will produce the given sounds.	<input type="checkbox"/> Spell words by segmenting/ <input type="checkbox"/> blending	Words accurately spelt using segmentation/blending strategies
	Form two or three large teams and take turns in spelling given words. Each team member who attempts to spell a word should demonstrate that he/she can segment the word appropriately into phonemes and can then supply the letters that are associated with each sound unit.		
VOCABULARY DEVELOPMENT			
Use picture cues to aid the identification and use of targeted vocabulary	Complete short cloze passages (worksheet activities) that require them to use picture cues to determine and include suitable word.	<input type="checkbox"/> Use picture cues	Picture clues are effectively used to help in determining suitable words to complete cloze passages
Classify words into categories	In small groups find/identify things in the classroom that they think belong to one group or category.	<input type="checkbox"/> Determine categories of	Word categories are appropriately identified and satisfactorily labelled

	<p>For example,</p> <ul style="list-style-type: none"> <input type="checkbox"/> lunch bag, gym bag, school bag, crayon bag <input type="checkbox"/> pencil, pen, marker <input type="checkbox"/> chair, bench, stool, <input type="checkbox"/> table, desk, cupboard counter <input type="checkbox"/> computer, tablet, smart board <p>Share the names of the items of each category with the whole class so that teacher can record same on the board.</p>	items	using individual words or phrases
	<p>As a class, find a word or phrase to describe the category of items which is presented by each group.</p>	<input type="checkbox"/> Label categories	Cooperation is satisfactorily demonstrated as groups work with each other to establish word categories

STRAND: COMPREHENSION			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events <input type="checkbox"/> Use deduction and inference to interpret information and ideas and to predict outcomes <input type="checkbox"/> Read fluently and with appreciation 		<p>Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make connections between the text and personal experiences <input type="checkbox"/> Make simple inferences and reasonable predictions <input type="checkbox"/> Identify story elements such as characters, setting, problem and solution. <input type="checkbox"/> Continue to use a range of reading strategies such as QAR, DLTA, DRTA and Fix-Up Strategies to extract and process meaning from texts. <input type="checkbox"/> Identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Make connections between the text and personal experiences	<p>STUDENTS WILL:</p> <p>Work in pairs to establish and practice making text connection. Pretend to be the text while their partner acts as the reader required to make a connection. Select a sentence/phrase/paragraph relating to a character, the setting or any aspect of the plot and share with their partner who will then make a personal connection with that aspect of the text. Continue like this for different parts of the text, changing roles as they proceed.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Make connections with text 	Discussion and collaboration highlight and focus on students identifying and explaining similarities and differences between their personal experiences and those outlined in the text
	<p>Read self-selected text and engage in discussions with their peers. Draw a picture to depict their favourite part of the story on one half of a page. Then draw a picture showing an experience they have had or book they have read that is similar to that in the part of the story they have selected as their favourite.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read text <input type="checkbox"/> Extract details <input type="checkbox"/> Make connections 	Pictures drawn accurately capture the events from the text as well as students' real or vicarious experiences. Similarities and differences clearly outlined
	<p>Read grade level text. Work in groups (each group would be assigned an element-plot, setting etc.) to compare an aspect of the story to a real life situation they are aware of. Present their work in</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Make connections 	Presentations highlight close relation between the element in the story and that of the real life situation

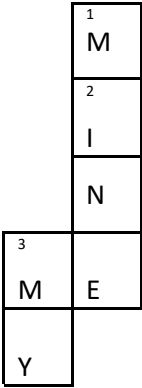
	the form of a dramatization or oral presentation.		communicated
Make simple inferences and reasonable predictions	<p>Engage in a teacher led discussion and modelling focused on using information in text, along with information from experiences to make intelligent guesses.</p> <p>Read grade level text and make simple inferences and predictions using strategy poster as guide e.g.</p>  <p>https://www.tes.com/lessons/PXKJDRSeX5wrnQ/week-19-rl-4-1-inference_literary</p> <p>Highlight (circling or underlining) areas in text that influence their inferences and predictions.</p>	<input type="checkbox"/> Make inferences <input type="checkbox"/> Make predictions <input type="checkbox"/> Highlight clues in text	Inferences and predictions made accurately match-information underlined in text
Continue to use a range of reading strategies such as QAR, DLTA, DRTA and Fix-Up Strategies to extract and process meaning from texts.	<p>Read /listen to grade level text then use think clouds to express personal thoughts and feelings. E.g.</p>  <p>Be randomly selected to comment on the text read using a speech bubble of their choice. Give reasons where necessary.</p>	<input type="checkbox"/> Express thoughts and feelings <input type="checkbox"/> Respond to text read	Responses highlight students' personal thoughts and feelings about the text. Reasons given are valid and practical
	<p>Read grade level text then use interest and attitude inventory to show their reactions to different parts of the story. Circle or underline the facial expression that best depicts their feelings</p>	<input type="checkbox"/> Express thoughts	Emoticons selected accurately represent the feelings evoked by

	before, during and after the reading of particular aspects of the story.		various sections of the text
	Observe as teacher models the DRTA strategy. Apply strategy to make predictions about text.	<input type="checkbox"/> Communicate thoughts <input type="checkbox"/> Apply strategy	<p>Predictions made are refuted or supported based on evidence from text</p> <p>Use of strategy is observed during activities</p>
Identify story elements such as characters, setting, problem and solution.	<p>In separate lessons, engage in teacher led discussion focused on explaining one or two elements story at a time.</p> <p>Draw examples from familiar stories to support explanations.</p>	<input type="checkbox"/> Participate in discussion <input type="checkbox"/> Explain story elements <input type="checkbox"/> Use examples from stories	Discussions are focused on developing an understanding of story elements
	<p>Examine a series of pictures / picture book and use 5Summary/ 5W graphic organizer to identify the story elements being examined in each lesson.</p>  <p>https://www.pinterest.com/pin/42291683979166404/</p>	<input type="checkbox"/> Identify story elements	5 Summary / 5W graphic organizer accurately highlights the story elements as presented in the pictures
Identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story	Take their favourite story books to class. Engage in a show and tell exercise to describe the characteristics of each text presented. Read and compare two simple grade appropriate texts to determine which is fictional. State the characteristics that made their choice the fictional text.	<input type="checkbox"/> Identify characteristics of texts <input type="checkbox"/> Describe characteristics of texts	Show and tell demonstrates sound knowledge of the characteristics of fictional texts. Fictional text accurately selected

STRAND: GRAMMAR AND CONVENTIONS

STRAND: GRAMMAR AND CONVENTIONS			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC <input type="checkbox"/> Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately <input type="checkbox"/> Use a range of punctuation correctly 		<p>Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make singular nouns plural by adding <i>-s</i>. <input type="checkbox"/> Use with precision the present tense forms of the verb 'to do' (does, do) <input type="checkbox"/> Use singular subjects with the present continuous tense <input type="checkbox"/> Apply the appropriate use of personal and possessive pronouns in their first person singular form (I, me, my, mine) <input type="checkbox"/> Use appropriate nouns to make simple sentences using SJE and JC <input type="checkbox"/> Identify and use personal and possessive pronouns in their second person singular/plural forms (Personal Pronouns - you; Possessive Pronouns – your, yours) 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Make singular nouns plural by adding <i>-s</i> .	<p>STUDENTS WILL:</p> <p>Add 's' to nouns to make them plural e.g.</p> <p>nun<u>s</u> bun<u>s</u> son<u>s</u></p> <p>Identify nouns in given sentences and indicate if they are singular or plural. Classify pictures viewed based on whether they are singular or plural.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pluralize nouns <input type="checkbox"/> Classify nouns 	<p>Nouns accurately pluralized by adding <i>-s</i></p> <p>Nouns correctly identified as singular or plural</p>
Use with precision the present tense forms of the verb 'to do' (does, do)	<p>Write either 'do' or 'does' to complete given sentences.</p> <p>Participate in a verb relay using the words 'do' and 'does' as batons. Create sentences using the 'baton' received.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use the correct verb form <input type="checkbox"/> Create sentences 	<p>Sentences correctly completed using 'do' or 'does'</p> <p>Sentences constructed with accurate use of the words 'do' and 'does'</p>

<p>Use singular subjects with the present continuous tense.</p>	<p>Use singular subjects with the present continuous tense verb forms e. g. ___ is walking ___ am walking</p> <p>Write simple sentences describing the action in given pictures using the present continuous tense (singular).</p>	<p><input type="checkbox"/> Use the correct verb tense</p> <p><input type="checkbox"/> Align subject and verb</p> <p><input type="checkbox"/> Construct sentences</p>	<p>Present continuous tense (singular) used appropriately to complete and construct sentences</p>
<p>Apply the appropriate use of personal and possessive pronouns in their first person singular form (I, me, my, mine)</p>	<p>Complete simple crossword puzzles using clues which require the completion of sentences with personal /possessive pronouns in their first person singular form. e.g.</p> <p>Across</p> <p>2. ___ like ice-cream.</p> <p>3. Let ___ in.</p> <p>Down</p> <p>1. That book is ____.</p> <p>3. This is ___ hat.</p>	<p><input type="checkbox"/> Solve puzzles</p> <p><input type="checkbox"/> Use personal and possessive pronouns</p>	<p>Crossword puzzles accurately completed using personal and possessive pronouns</p>



<p>Identify and use personal and possessive pronouns in their second person singular/ plural forms (Personal Pronouns- you; Possessive Pronouns – your, yours)</p>	<p>Listen to songs/ rhymes to identify personal and possessive pronouns in their second person singular/ plural forms (<i>Students could clap, stand etc. when they hear the pronoun</i>).</p> <p>Pick pronoun word cards from a basket and construct a sentence with the pronoun.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Listen for information <input type="checkbox"/> Identify and use pronouns <input type="checkbox"/> Construct sentences 	<p>Personal and possessive pronouns accurately identified in songs/ rhymes</p> <p>Sentences accurately constructed using personal and possessive pronouns</p>
<p>Use age-appropriate nouns to make simple sentences using SJE and JC</p>	<p>Cut pictures of nouns from old magazines/ newspapers. Identify a verb which tells what the noun is doing or what the noun is. Paste picture in scrap book and use the noun to create a sentence. Read sentence to peers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify nouns <input type="checkbox"/> Create sentences <input type="checkbox"/> Read sentences 	<p>Nouns appropriately used to construct sentences in SJE/ JC</p>

STRAND: WRITING			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Develop approaches to the writing process to enable them to organise their ideas into a coherent structure including, layout, sections and paragraphs <input type="checkbox"/> Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi -media approaches to their writing <input type="checkbox"/> Use language and text forms appropriately and with imagination to create vibrant and engaging texts <input type="checkbox"/> Write well-constructed paragraphs which have linking sentences within and between them 		Students should be able to: <ul style="list-style-type: none"> <input type="checkbox"/> Participate in a variety of prewriting activities including drawing, brainstorming and graphic organisers <input type="checkbox"/> Write multiple complete sentences to support a main idea or story <input type="checkbox"/> Modify written pieces to add details <input type="checkbox"/> Select pieces of writing for classroom publication or sharing with peers 	
OBJECTIVES	SUGGESTED TEACHING/LEARNING ACTIVITIS	KEY SKILLS	ASSESSMENT CRITERIA
Participate in a variety of prewriting activities including drawing, brainstorming and graphic organisers	<p>STUDENTS WILL:</p> <p>Listen to a story/ View pictures. Discuss picture/ story then use a graphic organizer to generate ideas for writing.</p> <p><i>Points to Note</i></p> <p>Students may choose to continue the story, write about the story or develop other events that may be connected to the story. Students may write about what happens after the picture/story.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Generate ideas for writing 	Ideas generated clearly aligned to the pictures and stories utilized.
Write multiple complete sentences to support a main idea or story	Use graphic organizer to write sentences about a story/idea.	<ul style="list-style-type: none"> <input type="checkbox"/> Write sentences 	Sentences reflect ideas generated from prewriting activity

<p>Modify written pieces to add details</p>	<p>Contribute to and use simple editing checklists to review written work. Produce revised drafts based on feedback.</p> <p>Develop and use editing checklist focusing on capitalization, punctuation (full stop), the pluralisation of nouns formation of letters appropriate use of verbs ‘to be’ and ‘to do’.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Asses story <input type="checkbox"/> Extend story <input type="checkbox"/> Compose checklist 	<p>Story highlights revision/formatting based on checklist</p> <p>Details added are relevant/related to original story idea</p> <p>Checklist completed accurately and covers all the critical areas to be revised: capitalization, punctuation, pluralisation of nouns, formation of letters etc.</p>
<p>Select pieces of writing for classroom publication or sharing with peers</p>	<p>Display writing in reading/writing corners.</p> <p>Use Authors Chair to share stories with classmates.</p>	<ul style="list-style-type: none"> • Publish written work 	<p>Published stories reflect all the critical element taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Capitalization <input type="checkbox"/> Punctuation <input type="checkbox"/> Pluralisation of nouns <input type="checkbox"/> Formation of letters etc.

RESOURCES:

Dolsch's basic Sight Word List- The first Hundred

Fry's basic Sight Word List

Two Hundred (200) picture words

Words from Literacy 1-2-3 big/little books (readers)

Words from concepts being learnt in Integrated Studies

Words related to general Language Arts content for Term I

Relevant learning websites – videos, Power Point presentations

Alphabet tape(s)

Word cards

Letter cards

Personal flash cards

Sentence strips

Worksheets

Supplementary readers

Laptop

Multimedia Projector

Tape recorder

NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 1 LANGUAGE ARTS

TERM2 – UNIT2 – 6 WEEKS

Grades 1 – Term 2 – Unit 2 – 6 weeks

Introduction to the Unit:

This unit provides an opportunity for students to strengthen their listening and speaking skills by developing a growing awareness of purpose and audience. Additionally, they will begin to pay keen attention to the protocols for effective listening and speaking.

The focus on phonic and phonemic awareness continues with a view to help students decode unfamiliar words. Additionally, fluency and vocabulary building strategies feature centrally in this unit.

Students will begin working on interpreting information at the higher levels through the introduction of charts and diagrams. Drawing inferences and predicting outcomes are two of the comprehension skills targeted in this unit.




Students will be introduced to non-fictional materials and specific focus will be placed on differentiating between fiction and non-fiction materials. As part of their training in deriving meaning from texts, students will begin to examine basic features associated with prose. Additionally, they will continue to make connections with the experiences portrayed in their texts and those of their own.

As part of their writing and language usage development in this unit, specific focus will be given to the rules of pluralisation and verb manipulation in simple sentence structures. Students are encouraged to continue using the writing process to provide structure and organization to their work and to help build their confidence as young writers.

In summary, the unit seeks to utilise a number of instructional activities and learning materials in order to support students' Language learning, develop their creativity and critical thinking skills.

STRAND: SPEAKING AND LISTENING

ATTAINMENT TARGETS	OBJECTIVES
<ul style="list-style-type: none"> <input type="checkbox"/> Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively <input type="checkbox"/> Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit <input type="checkbox"/> Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features 	<p>Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speak clearly and concisely with awareness of audience <input type="checkbox"/> Listen to information and take turns to speak about what they hear <input type="checkbox"/> Interpret text after teacher Read Aloud activity and share opinions about the content

OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
<p>Speak clearly and concisely with awareness of audience</p>	<p>STUDENTS WILL: Initiate conversation using statements or questions. e.g. Children should not play with matches because ... or, In what ways can matches be dangerous? ...or, In what ways can matches be good? Discuss current affairs relating to children</p> <ul style="list-style-type: none"> ○ Discuss “good touch” and “bad touch” ○ Safe/ unsafe games/ places ○ Activities children like/ dislike ○ Recreational places children like to visit <p>Use pictures to initiate discussions about different topics</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: center; align-items: center; margin-top: 10px;">  </div>	<ul style="list-style-type: none"> <input type="checkbox"/> Observe safety rules 	<p>Listening and Speaking rules observed in classroom discussions</p>

	<p>Talk about:</p> <ul style="list-style-type: none"> ○ The foods we eat ○ Places we go ○ Things we do <p>Allow students to choose discussion topics.</p>		
Listen to information and take turns to speak about what they hear	<p>Directed Listening Thinking Activity (DLTA) - Listen to Read Aloud/ recorded information then discuss.</p> <ul style="list-style-type: none"> ○ What was the information mainly about? ○ Who/ what is the information about? <p>Morning News activity</p> <ul style="list-style-type: none"> ○ Collaborate with students to create a schedule/roster for news reporting ○ Take turns in reporting important things they witnessed or heard about. ○ Take turns interviewing the news reporter after each report is given. <p>Interview resource persons from the community about the jobs they do</p> <ul style="list-style-type: none"> ○ Generate questions to ask the resource persons 	<ul style="list-style-type: none"> <input type="checkbox"/> Listen, think, analyse and respond <input type="checkbox"/> Make decisions 	Respond accurately making reference to information received
Interpret text after teacher Read Aloud activity and share opinions about the content	<p>Engage students in making predictions about a text based on the title of the story. Students will listen to teacher Read Aloud activity. Story will be paused at pre-selected points for students to verify or amend predictions made, and for new predictions to be made. Students will use excerpts from the story to justify or as evidence to support points made.</p> <p>Students will use personal/ vicarious experiences to extend or change the ending of stories; providing clear rationales for changes made.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Listen, think, reflect, share opinion and justify point of view 	Respond accurately making reference to information received.

STRAND: WORD RECOGNITION AND FLUENCY

ATTAINMENT TARGETS	OBJECTIVES Students should be able to:
<ul style="list-style-type: none"> <input type="checkbox"/> Read fluently and with appreciation <input type="checkbox"/> Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices <input type="checkbox"/> Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words <input type="checkbox"/> Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words 	<ul style="list-style-type: none"> <input type="checkbox"/> Practise daily alphabet drill <input type="checkbox"/> Learn and practise mouth formations for different sounds of the alphabet <input type="checkbox"/> Arrange letters sequentially <input type="checkbox"/> Substitute different onsets to build word families <input type="checkbox"/> Segment words into their constituent phonemes and blend them to read words <input type="checkbox"/> Apply a variety of segmenting and blending strategies <input type="checkbox"/> Read fluently and automatically by using phonic knowledge of grapheme-phoneme correspondences and the skills of blending as their prime approach to decoding unfamiliar words <input type="checkbox"/> Make letter sound correspondence <input type="checkbox"/> Recognise the constituent parts of two-syllable and three syllable words and combine the syllables to aid decoding <input type="checkbox"/> Continue to build a store of sight words to aid reading <input type="checkbox"/> Use picture clues to aid sight word memory <input type="checkbox"/> Continue to spell words using their understanding of the relationship between segmenting & blending phonemes and blending graphemes <input type="checkbox"/> Spell words from sight word memory <input type="checkbox"/> Practise spelling strategies previously learnt <input type="checkbox"/> Use context clues to gain meaning <input type="checkbox"/> Identify context clues and use them to determine word meaning

OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
PHONICS			
Practise daily alphabet drill	STUDENTS WILL: Listen and sing along with alphabet tape as part of daily routine.	<input type="checkbox"/> Listen/participate in alphabet song	Daily alphabet drill appropriately practised through listening and repeating letters and sounds
Learn and practise mouth formations for	View and listen to phonic videos or observe teacher modelling	<input type="checkbox"/> Practise mouth	Mouth formations are appropriately practised based on video/teacher

different sounds of the alphabet based on models provided	mouth formations for each letter.	formations	models
Arrange letters sequentially Make letter-sound correspondence	Arrange given graphemes sequentially and produce the associated sounds. E.g. – k w i c j c i j k w	<input type="checkbox"/> Sequence letters <input type="checkbox"/> Link letters and sounds	Given letters accurately sequenced and their sounds accurately produced
Substitute different onsets to build word families	Continue to build their skills in creating Word Families (Rimes- Phonograms) Practise word patterns by using magnetic letters or other tools to add onsets to phonograms [in] and [ig] e.g. -in -ig win wig fin fig pin pig bin big tin	<input type="checkbox"/> Create word families	Word families appropriately created by combining suitable onsets with rimes – in and - ig
Segment words into their constituent phonemes and blend them to read words	Look carefully at given lists of cvc non- words; for example, tik , wug , and mep .Demonstrate the skill of segmenting these words into phonemes and then blending them together.	<input type="checkbox"/> Segment and blend non-words	Non-words accurately decoded through the application of segmenting and blending strategies
	Read given word lists followed by related passages. Apply the skill of blending and segmenting unfamiliar words in order to read them. Use teacher/peer demonstration to assist in applying	<input type="checkbox"/> Segment and blend words	Words accurately decoded through the application of segmenting and blending strategies

	strategy where there is a challenge.	<input type="checkbox"/> Assist in strategy demonstration	Teacher/peer support used as necessary to support students in effectively applying segmenting/blending strategies
Read fluently and automatically by using phonic knowledge of grapheme-phoneme correspondences and the skills of blending as their prime approach to decoding unfamiliar words	Using classroom library or software programmes, read graded levels of passages aloud to peers. Use segmenting and blending strategies to decode unfamiliar words encountered. Support peers in demonstrating the strategies as needed.	<input type="checkbox"/> Apply phonics strategies <input type="checkbox"/> Assist in strategy demonstration	Passages accurately read applying strategies of blending and segmenting Adequate support given to peers as required
STRUCTURAL ANALYSIS			
Syllabication			
Recognise the constituent parts of two-syllable and three syllable words and combine the syllables to aid decoding.	In groups select cards with different word parts. Combine the parts together to make two and three syllable words. Take turns reading the words. For example using: ing part ed cry dle can , parted, parting, crying, candle can be made.	<input type="checkbox"/> Form words with word parts <input type="checkbox"/> Read new words	New words accurately formed by combining word parts New words accurately read
	Read aloud sentences from comic strips which contain words with two and three syllables. Emphasize syllables as they read.	<input type="checkbox"/> Decode words <input type="checkbox"/> Identify syllables	Syllables appropriately used to decode words
Sight Words			
Continue to build a store of sight words to	Extend personal flash card collection started in Term 2 Unit 1 by adding words currently being learnt.	<input type="checkbox"/> Revise sight words	Sight words are appropriately reinforced through use of personal

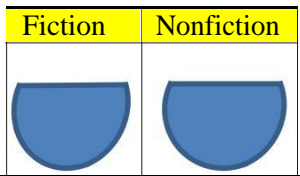
aid reading			flash cards
	Play physical sight word games such as Hopscotch or Pass the Ball (the stuffed juice box only comes to you if you are the first to identify the word label on it).	<input type="checkbox"/> Play sight word games	Sight words accurately identified as each game is played
	Engage in a number of interactive on-line off-line games with sight words at their grade level	<input type="checkbox"/> Identify sight words	Sight words accurately identified in on-line/of-line games
	Use Word Wall to reinforce sight word vocabulary through games such as 'I Spy' and other activities	<input type="checkbox"/> Revise sight words	Sight word vocabulary satisfactorily revised through use of Word Wall
Use picture clues to aid sight word memory	Add pictures on the flip side of flash cards as desired to aid memory.	<input type="checkbox"/> Read sight words	Picture clues adequately used to read sight words
Spelling			
Continue to spell words using their understanding of the relationship between segmenting & blending phonemes and blending graphemes	As a whole class, segment the sounds in the word and then attempt to give the letters which will produce the given sounds.	<input type="checkbox"/> Spell words by segmenting/blending	Words accurately spelt using segmentation/blending strategies
	In pairs, practise the segmenting /blending spelling strategies practiced as a whole group activity. One member gives each word while the other follows these steps: <input type="checkbox"/> Repeat the word given <input type="checkbox"/> Orally segment the sounds in the words <input type="checkbox"/> Indicate the letters which produce these sounds	<input type="checkbox"/> Spell words by segmenting/blending <input type="checkbox"/> Follow steps <input type="checkbox"/> Take turns	Words accurately spelt using segmentation/blending strategies Steps are appropriately followed and turn taking is satisfactorily demonstrated as students work through spelling strategies
	Engage in team spelling of words learnt over the course of Terms 1 & 2 by segmenting and blending sounds and blending graphemes.	<input type="checkbox"/> Spell words by segmenting/blending	Words accurately spelt using segmentation/blending strategies

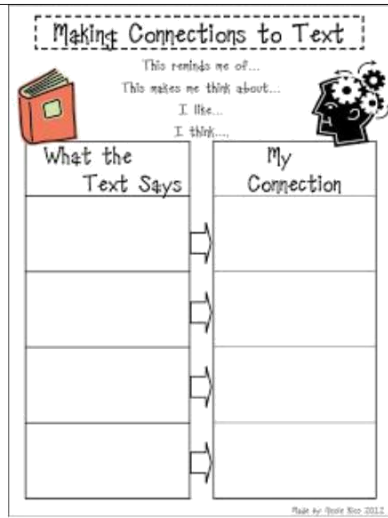
Spell words from sight word memory	<p><u>Memory Strategy I</u></p> <p><u>Write it - Get it!</u></p> <p>Examine a set of sight words learnt previously and write each word ten times on blank paper.</p> <p>After doing this, students will be prompted to spell by writing each of these words as they are said by a peer or teacher.</p>	<input type="checkbox"/> Spell words from memory	<p>Words accurately spelt (written down) after repeated writing practice of these</p>
Practise spelling strategies previously learnt	<p><u>Memory Strategy II</u></p> <p><u>See it- Write it</u></p> <p>Listen as teacher calls words which were previously learnt as sight words. Close their eyes and visualize these words on a 'page of their brains' and then try to simply write these down from memory</p>	<input type="checkbox"/> Spell words from memory	<p>Words accurately spelt from memory</p>
Vocabulary Development			
Use context clues to gain meaning	<p>Read/Listen to sentences with nonsense words or non-words and try to guess the meanings of these words based on clues in the sentence. Find and share the clues to the meaning in each sentence with the whole class.</p> <p>For example:</p> <p><input type="checkbox"/> I cried when I <u>bupped</u> the test.</p> <p style="padding-left: 40px;">‘Bupped’ means failed or did badly</p> <p>Clue - “cried”</p> <p><input type="checkbox"/> I am not a <u>fam</u>. I tell the truth all the time.</p>	<input type="checkbox"/> Identify and use context clues	<p>Meanings of nonsense words accurately determined using context clues</p> <p>Context clues are accurately identified</p>

	<p>'Fam' means liar or dishonest person.</p> <p><u>Clues</u></p> <p><u>'Not' and 'tell the truth all the time'</u></p>		
Use context clues to gain meaning	<p>With a partner, read sentences extracted from class reader and other texts, which include targeted (including unfamiliar words). Determine the meaning of each underlined word, using context clues. State the clues found in each sentence.</p>	<input type="checkbox"/> Identify and use context clues	<p>Meanings of words are accurately determined using context clues</p> <p>Context clues are accurately identified</p> <p>Cooperation among pairs is satisfactory</p>
Identify context clues and use them to determine word meaning			

STRAND: COMPREHENSION

STRAND: COMPREHENSION			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events <input type="checkbox"/> Use deduction and inference to interpret information and ideas and to predict outcomes <input type="checkbox"/> Read fluently and with appreciation 		<p>Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and begin to interpret information presented in diagrams and charts <input type="checkbox"/> Distinguish between fiction and nonfiction texts <input type="checkbox"/> Recognize and explain the characteristics of prose <input type="checkbox"/> Continue to make connections between text and personal experiences <input type="checkbox"/> Continue to make simple inferences and reasonable predictions <input type="checkbox"/> Continue to use a range of reading strategies such as QAR, DLA, DRTA and Fix-up Strategies to extract and process meaning from texts <input type="checkbox"/> Relate character, setting and plot to real-life situations 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Identify and begin to interpret information presented in diagrams and charts	<p>STUDENTS WILL:</p> <p>Engage in a discussion focused on interpreting information presented in simple tables, maps, charts etc. (teacher could employ the use of a chart or PowerPoint presentation to guide the discussion.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in discussion <input type="checkbox"/> Ask and answer questions 	Discussions are focused on identifying and interpreting information presented in texts using graphic aids
	<p>Work in pairs to peruse a grade level content text. Find a simple table, map or chart in the text and tell the teacher their understanding of the information presented. Make oral presentations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify information presented <input type="checkbox"/> Interpret graphic aids 	Presentations are focused on accurately presenting information identified and interpreted from the graphic aid perused
	<p>Examine worksheets with graphic aids (tables, charts etc.)and use the information presented to respond to teacher prepared questions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interpret graphic aids 	Worksheets are accurately completed using information presented/inferred from graphic aids
Distinguish between	Engage in a teacher led discussion focused on distinguishing	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiate between 	Discussions are focused on

fiction and nonfiction texts	between fiction and nonfiction texts (teachers may choose not to use these terms). View supporting teacher prepared chart which outlines the simple characteristics of both.	fiction and non-fiction texts <input type="checkbox"/> Discuss ideas	highlighting and explaining the simple characteristics of both fiction and nonfiction texts
	Peruse a number of texts issued by the teacher or sourced from the library/reading corner. Check for characteristics of both fiction and nonfiction text. Place texts in the correct pocket on chart prepared by  the teacher.	<input type="checkbox"/> Identify characteristics of texts	Texts are placed in the correct pocket based on the characteristics identified
Recognize and explain the characteristics of prose	Read short stories and poems/verses. Use a graphic organizer to show how they are similar or different. Use the graphic organiser to discuss the characteristics of prose.	<input type="checkbox"/> Read stories, poems/verses <input type="checkbox"/> Make comparisons <input type="checkbox"/> Discuss characteristics of prose	Discussions adequately explore the characteristics of prose
Continue to make connections between text and personal experiences	Read fiction and non-fiction texts. Use graphic organisers to show personal connections made with the text. Share with classmates.	<input type="checkbox"/> Read texts <input type="checkbox"/> Make connections with text <input type="checkbox"/> Share ideas	Graphic organisers adequately show appropriate connections with text



<https://readingstrategiesmsu.weebly.com/making-connections.html>

Continue to make simple inferences and reasonable predictions

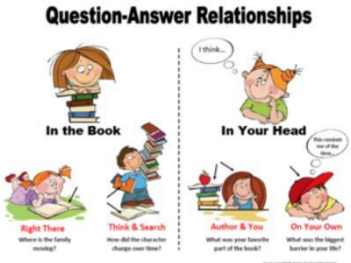
After engaging with text, give the meanings of words and phrases encountered in texts. Explain using the text how they were able to make inferences.

Complete a prediction chart during a learning episode. They will share their prediction charts with peers.

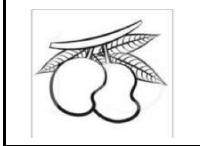
Prediction Chart	
What I Predict Will Happen	What Actually Happens

<http://mrshansfordsclassroom.blogspot.com/2013/05/prediction->

- Read texts
- Make inferences
- Make predictions

	<p>chart.html</p> <p>Points to Note</p> <p>Students may draw instead of writing.</p>		
<p>Continue to use a range of reading strategies such as QAR, DLA, DRTA and Fix-up Strategies to extract and process meaning from texts</p>	<p>Respond to questions after reading expository texts. Apply the QAR Strategy when responding to questions.</p>  <p>Question-Answer Relationships</p> <p>In the Book</p> <p>In Your Head</p> <p>Right There Where is the family reading?</p> <p>Think & Search How did the character change over time?</p> <p>Author & You What was your favorite part of the book?</p> <p>On Your Own What was the biggest barrier to your life?</p> <p>https://www.pinterest.com/pin/220606081719113016/</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Apply QAR Strategy <input type="checkbox"/> Answer questions 	<p>QAR strategy used appropriately when responding to questions</p>
<p>Relate character, setting and plot to real-life situations</p>	<p>After reading a story, make comparisons about character, setting and plot to real-life situations. Identify persons who remind them of characters in the story.</p> <p>In groups, create and dramatize scenes that are similar to the plot of a story read.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Make comparisons <input type="checkbox"/> Create and dramatize scenes 	<p>Comparisons made are aligned to the elements of the story</p> <p>Dramatization depicts similar story plot</p>

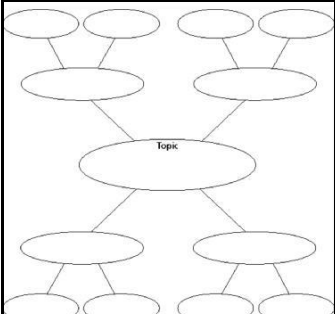
STRAND: GRAMMAR AND CONVENTIONS			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC <input type="checkbox"/> Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately <input type="checkbox"/> Use a range of punctuation correctly 		Students should be able to: <ul style="list-style-type: none"> <input type="checkbox"/> Use simple sentences to write about self, to express thoughts and feelings using both SJE and JC <input type="checkbox"/> Accurately identify action verbs <input type="checkbox"/> Use verbs from a variety of reading resources to complete given sentences <input type="checkbox"/> Apply the add-d rule to verbs ending in '-e' to denote the simple past tense <input type="checkbox"/> Make singular nouns plural by adding -s: <i>Add 's' to nouns ending in consonants e.g. bats</i> <i>Add 's' to nouns ending in '-e' to derive the plural '-es' e.g. roses</i> <input type="checkbox"/> Make singular nouns plural by adding -es: <input type="checkbox"/> Add '-es' to nouns ending in vowels e.g. mangoes, heroes <input type="checkbox"/> Use plural subjects with the present continuous tense <input type="checkbox"/> Pronounce and spell verbs using word family techniques 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT
Use simple sentences to write about self, to express thoughts and feelings using both SJE and JC	STUDENTS WILL: Respond to writing prompts about favourite things e.g. Favourite food, place, game, animals etc. Students write simple sentences, illustrate their sentences and share with the class.	<ul style="list-style-type: none"> <input type="checkbox"/> Write sentences <input type="checkbox"/> Make illustrations <input type="checkbox"/> Share ideas 	Sentences written in SJE/JC satisfactorily express personal thoughts and feelings
Make singular nouns plural by adding -s : <i>Add 's' to nouns ending in consonants e.g. bats</i> <i>Add 's' to nouns ending in '-e' to derive the plural '-es' e.g. roses</i>	Write poems using singular and plural nouns. Dramatize poems using the nouns (or pictures of the nouns) highlighted in the poem as props. Cut pictures of nouns from magazines, newspaper etc. and label	<ul style="list-style-type: none"> <input type="checkbox"/> Write poems <input type="checkbox"/> Use singular and plural nouns <input type="checkbox"/> Dramatize poems <input type="checkbox"/> Collect pictures 	Poems reflect accurate use of singular and plural nouns Pictures of nouns correctly labelled as singular or plural


	them as singular/ plural in a scrapbook.	<input type="checkbox"/> Classify nouns	
Make singular nouns plural by adding -es :	Use the singular and plural forms of nouns they know to complete simple stories (stories should be written with blank spaces where the nouns should be).	<input type="checkbox"/> Use singular and plural nouns <input type="checkbox"/> Complete stories	Stories satisfactorily completed with appropriate singular and plural noun forms
Add '-es' to nouns ending in vowels e.g. mango <u>es</u> , hero <u>es</u>	Identify the plural forms of given lists of nouns e.g.  mango mangoes	<input type="checkbox"/> Identify plural nouns	Plural forms of nouns accurately identified

<p>Accurately identify action verbs.</p>	<p>Use teacher designed board games to say and do verbs that denote actions e.g.</p> <p>Sit – wash - drink - eat</p> <p>Find action verbs in simple word search puzzles</p> <p style="text-align: center;">Verbs Find the words in the grid. Words can go horizontally, vertically, and diagonally in all eight directions.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>K</td><td>L</td><td>A</td><td>T</td><td>E</td><td>A</td><td>T</td></tr> <tr><td>D</td><td>P</td><td>K</td><td>R</td><td>O</td><td>W</td><td>J</td></tr> <tr><td>O</td><td>S</td><td>T</td><td>T</td><td>D</td><td>L</td><td>C</td></tr> <tr><td>G</td><td>R</td><td>L</td><td>R</td><td>L</td><td>K</td><td>O</td></tr> <tr><td>B</td><td>X</td><td>I</td><td>E</td><td>L</td><td>L</td><td>M</td></tr> <tr><td>N</td><td>N</td><td>E</td><td>A</td><td>E</td><td>R</td><td>E</td></tr> <tr><td>K</td><td>M</td><td>W</td><td>B</td><td>P</td><td>P</td><td>V</td></tr> </table> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <table border="1" style="font-size: 8px;"> <tr><td>BE</td><td>COME</td></tr> <tr><td>DRINK</td><td></td></tr> </table> <table border="1" style="font-size: 8px;"> <tr><td>EAT</td><td>GO</td></tr> <tr><td>SLEEP</td><td></td></tr> </table> <table border="1" style="font-size: 8px;"> <tr><td>TALK</td><td>WALK</td></tr> <tr><td>WORK</td><td></td></tr> </table> </div> <p>http://tx.english-ch.com/teacher/sophia/kids-a/word-search-verbs/</p>	K	L	A	T	E	A	T	D	P	K	R	O	W	J	O	S	T	T	D	L	C	G	R	L	R	L	K	O	B	X	I	E	L	L	M	N	N	E	A	E	R	E	K	M	W	B	P	P	V	BE	COME	DRINK		EAT	GO	SLEEP		TALK	WALK	WORK		<ul style="list-style-type: none"> <input type="checkbox"/> Identify verbs <input type="checkbox"/> Perform action <input type="checkbox"/> Play board games 	<p>Action verbs accurately pronounced and performed</p> <p>Action verbs correctly identified in word search puzzles</p>
K	L	A	T	E	A	T																																																										
D	P	K	R	O	W	J																																																										
O	S	T	T	D	L	C																																																										
G	R	L	R	L	K	O																																																										
B	X	I	E	L	L	M																																																										
N	N	E	A	E	R	E																																																										
K	M	W	B	P	P	V																																																										
BE	COME																																																															
DRINK																																																																
EAT	GO																																																															
SLEEP																																																																
TALK	WALK																																																															
WORK																																																																
<p>Pronounce and spell verbs using word family techniques.</p>	<p>With the help of the teacher create word family posters/ bookmarks/ mobiles with words such as,</p> <p>talk ring</p> <p>walk sing</p> <p>Share the words on the posters/ bookmarks/ mobiles with classmates</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify verbs <input type="checkbox"/> Create posters/ bookmarks/ mobiles <input type="checkbox"/> Pronounce words <input type="checkbox"/> Spell words 	<p>Posters/ mobiles/ bookmarks creatively designed to showcase word families</p> <p>Word families accurately pronounced and spelt</p>																																																													
<p>Use verbs from a variety of reading resources to complete given sentences</p>	<p>Copy and complete sentences using verbs identified from various reading resources (audio and visual)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Write sentences <input type="checkbox"/> Use verbs to complete sentences 	<p>Sentences completed with appropriate use of verbs garnered</p>																																																													

<p>Apply the add-d rule to verbs ending in ‘-e’ to denote the simple past tense</p>	<p>Complete a cloze passage by using the simple past tense of verbs ending in ‘-e’. State the rule for adding -d to verbs ending in -e.</p> <p>e.g. Dave (wave) _____ at his friend Jane as she went on the plane. She (move) _____ her bag from one hand to the other.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Complete cloze passage <input type="checkbox"/> Use the simple past tense 	<p>Past tense rule for the adding -d to verbs ending in ‘-e’ correctly applied to complete cloze passage</p>
<p>Use plural subjects with the present continuous tense.</p>	<p>Use given sentence frames to record what is happening in their classroom</p> <p>e.g.</p> <p>Abby and Dave _____.</p> <p>_____ are talking.</p> <p>_____ are calling.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Complete sentence frames 	<p>Sentence frames with plural subjects completed accurately using the present continuous tense</p>

		STRAND: WRITING																															
ATTAINMENT TARGETS		OBJECTIVES																															
		Students should be able to:																															
<ul style="list-style-type: none"> <input type="checkbox"/> Develop approaches to the writing process to enable them to organise their ideas into a coherent structure including, layout, sections and paragraphs <input type="checkbox"/> Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing <input type="checkbox"/> Use language and text forms appropriately and with imagination to create vibrant and engaging texts <input type="checkbox"/> Write well-constructed paragraphs which have linking sentences within and between them 		<ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of pre-writing strategies (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizers) to choose a topic and organize ideas <input type="checkbox"/> Write multiple sentences to support main idea or story <input type="checkbox"/> Review and revise own writing <input type="checkbox"/> Prepare and publish a final draft <input type="checkbox"/> Review and present constructive criticism on the writing of their peers 																															
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA																														
Use a variety of pre-writing strategies (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizers) to choose a topic and organize ideas.	<p>STUDENTS WILL:</p> <p>Descriptive Writing</p> <p>PREWRITING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use pictures, films and /or class discussions to talk about/describe topic of choice. Provide information related to physical appearance, texture, size, shape and colour. Work in groups to record same in a table; e.g. <input type="checkbox"/> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Topic:</th> <th>size</th> <th>shape</th> <th>colour</th> <th>texture</th> </tr> </thead> <tbody> <tr> <td>Physical appearance</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <input type="checkbox"/> Work in pairs to discuss words or phrases that could be used to describe topic of choice. Record their ideas in a cluster web. Share their webs with the whole class. Add or delete ideas from 	Topic:	size	shape	colour	texture	Physical appearance																									<ul style="list-style-type: none"> <input type="checkbox"/> Generate ideas for writing <input type="checkbox"/> Document ideas to support topic 	Ideas generated and documented shows clear alignment with topic
Topic:	size	shape	colour	texture																													
Physical appearance																																	

	<p>the web based on suggestions from their classmates and teacher. E.g.</p> 		
<p>Write multiple sentences to support main idea or story.</p>	<p>Drafting</p> <p>Compose sentences and paragraphs using information from cluster web/description table.</p> <p>Work in small groups to select different categories of the information on the table/web and individually compose sentences on sentence strips paying close attention to the use of descriptive words/phrases. Work collaboratively in their groups to organise the sentence strips in a logical manner.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Compose sentences <input type="checkbox"/> Work collaboratively 	<p>Sentences highlight organization of ideas, correct sequence and an alignment to the main idea</p> <p>Sentences demonstrate the use of adjectives</p>

<p>Review and revise own writing</p>	<p>Revising</p> <p>Use 5 Finger Summary graphic organiser to review their compositions.</p>  <p>https://www.pinterest.com/lenoredan/somebody-wanted-but-so/</p> <p>Use information from revision and discussions within their groups and class to review story to add details, check for accuracy of information, etc.</p> <p>Rewrite corrected story on chart, newsprint or in their notebooks</p>	<p><input type="checkbox"/> Review work done</p>	<p>Story reflects an appropriate use of adjectives, accuracy of information and is sequentially organized</p>
<p>Review and present constructive criticism on the writing of their peers.</p>	<p>Edit and Proofreading</p> <p>Use sticky note pad or colour coded papers to highlight areas of strengths and weaknesses in each other's work. Exchange work for correction.</p> <p>Use teacher prepared/sourced editing checklist to check their work for errors pertaining to capitalization, punctuation (full stop), pluralisation of noun, formation of letters, the appropriate use of adjectives and coherence in writing.</p>	<p><input type="checkbox"/> Review peers' writing</p> <p><input type="checkbox"/> Use editing checklist</p>	<p>Checklist accurately used to review: capitalization, punctuation (full stop), pluralization of nouns, adjectives and formation of letters.</p>
<p>Prepare and publish a final draft.</p>	<p>Publishing</p> <p>Work with their teacher to add presentation details to their written pieces for display in the class.</p> <p>Work collaboratively with their teacher to select at least the best</p>	<p><input type="checkbox"/> Publish completed story</p>	<p>Completed story reflects all areas of writing learnt: capitalization, punctuation (full stop), pluralization of nouns, adjectives and formation of</p>

	five pieces for display in the Authors' Corner or to be published in the school/grade magazine.		letters
--	---	--	---------

RESOURCES:

- **Dolch Sight Word List for Grade 1 (basic sight words)**
- **Fry's Word List- High frequency words – The First Hundred**
- **Words from Literacy 1-2-3 big/little books (readers)**
- **Words from concepts being learnt in Integrated Studies**
- **Words related to general Language Arts content for Term 2 units.**
- **Relevant learning websites – videos, Power Point presentations and interactive activities, including games**
- **Word cards**
- **Magnetic letters/letter cards**
- **Personal flash cards**
- **Sentence strips**
- **Supplementary readers**
- **Laptop**
- **Multimedia Projector**
- **Internet**
- **Game /Activity software**
- **Tape recorder**

NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 1 LANGUAGE ARTS

TERM3 – UNITS1&2

Grade 1 – Term 3 – Units 1 & 2 – 11 weeks

Introduction to the Unit:

This unit seeks to extend the Language skills addressed in the previous units. It emphasizes and reinforces the need for students to speak clearly and concisely about personal views and factual information using Standard Jamaican English (SJE) and Jamaican Creole (JC). This will be done through the use of a variety of learning strategies.

Additionally, the unit will help students to read fluently by utilizing their knowledge of phonics as the prime approach to reading. Students will also segment and blend phonemes as well as blend graphemes in their quest to read fluently. They are expected to continue to use a range of reading strategies to extract and process meaning from text. The methodology employed suggests that students' apply the writing process to prepare and publish a final draft utilizing the grammatical rules learnt.

At the end of the unit the students will have learnt the Language skills necessary to prepare them to access the Grade two Language Arts curriculum.


STRAND: SPEAKING AND LISTENING

STRAND: SPEAKING AND LISTENING			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively <input type="checkbox"/> Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit <input type="checkbox"/> Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies <input type="checkbox"/> Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features 		<p>Students should be able to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speak clearly and concisely about personal views and factual information <input type="checkbox"/> Speak clearly and concisely using SJE and JC <input type="checkbox"/> Talk freely about comparisons made between personal experiences and character's experiences in text <input type="checkbox"/> Make comparisons between personal experiences and experiences of others <input type="checkbox"/> Use appropriate language structures in speaking for a variety of purposes 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Speak clearly and concisely about personal views and factual information	<p>STUDENTS WILL:</p> <p>Whole group activity:</p> <p>Talk freely about things liked or disliked about their school</p> <ul style="list-style-type: none"> <input type="checkbox"/> Justify their responses citing possible examples for their personal likes or dislikes <input type="checkbox"/> Discuss ways they can resolve issues relating to their dislikes <input type="checkbox"/> Exercise patience by showing respect for personal opinions <input type="checkbox"/> Use utility words, "agree", "disagree" and "because" to respond to opinions shared. <p>Small group activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use pictures to identify a topic of interest for discussion <input type="checkbox"/> Discuss the topic sharing personal views <input type="checkbox"/> Defend/justify opinions shared 	<ul style="list-style-type: none"> <input type="checkbox"/> Talk freely <input type="checkbox"/> Make inferences <input type="checkbox"/> Justify responses 	Opinions shared are justified

	<p>Talk freely about their family and the role of members of a family</p> <ul style="list-style-type: none"> ○ Use characteristics of the definition of family to identify members of my school family ○ Discuss the roles of members of school family. <p>Listen to recordings about Jamaica’s cultural heritage celebrations</p> <ul style="list-style-type: none"> ○ What are the events/ celebrations discussed? ○ What are the major activities used in celebration of these events? □ Discuss language for varying purposes 	<input type="checkbox"/> Discuss ideas	Views expressed are aligned to the content shared
Speak clearly and concisely using SJE and JC	<p>Engage in Guided Talk. Teachers can provide sentence prompts for students to complete.</p> <ul style="list-style-type: none"> ○ Complete the statement, “I like playing games because _____” or “I enjoy (event/activity) best because (reason)“ ○ My best friend at school is _____. I like him/her because _____. 	<input type="checkbox"/> Use SJE and JC	Language used reflected SJE and JC language structure
	<p>Complete chain story.</p> <ul style="list-style-type: none"> ○ Students decide on a topic or teacher introduces a topic. ○ Student /teacher begins the story with a sentence. ○ Each student will continue the story by adding a sentence. <p>At the end of the chain students discuss “broken links”. These are the sentences added which did not reflect the topic under discussion.</p>	<input type="checkbox"/> Use SJE or JC <input type="checkbox"/> Identify ‘broken links’ <input type="checkbox"/> Listen and respond to Complete story	Language used reflected mostly SJE language structure
Use appropriate language structures in speaking for a variety of purposes	<p>Dramatize different scenarios using dialogue. e.g. students may be asked to give directions to a visitor who wants to go to the principal’s office or talking with their friend about a game/movie.</p> <p>Engage in discussions about the presentations regarding the language used and the situation in which it was used.</p> <p>Points to Note</p>	<input type="checkbox"/> Differentiate between SJE and JC <input type="checkbox"/> Give reflections	Language used reflect awareness of the language structure used and the varying purposes

	Give scenarios which require them to speak for a variety of purposes.		
Talk freely about comparisons made between personal experiences and character's experiences in text	After listening to a story students will reflect on their own past experiences which mirror the experiences of the character(s). In peers/small group discussions they will compare their experiences with that of the characters. They will cite the experiences/or give a summary of the experiences in the text and share their comparable experiences. Groups will designate presenters who will take turns presenting the information discussed. Group members will support presenters to ensure that experiences are accurately conveyed.	<input type="checkbox"/> Make comparisons <input type="checkbox"/> Discuss experiences <input type="checkbox"/> Share experiences	Presentations were aligned to the experiences of the characters
Make comparisons between personal experiences and experiences of others	Engage in Free Talk. Pictures can be used to prompt discussions <ul style="list-style-type: none"> <input type="checkbox"/> Talk freely about activities you enjoy doing at school <input type="checkbox"/> Talk about activities you do at home <input type="checkbox"/> Talk about activities you do at church <input type="checkbox"/> Talk about activities you do with friends/ family 	<input type="checkbox"/> Make comparisons between self and world	Comparisons made based on inferential and critical level thinking skills

STRAND: WORD RECOGNITION AND FLUENCY			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Read fluently and with appreciation <input type="checkbox"/> Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices <input type="checkbox"/> Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words <input type="checkbox"/> Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words 		<p>Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Segment words into their constituent phonemes and blend them to read words <input type="checkbox"/> Apply a variety of segmenting and blending strategies <input type="checkbox"/> Practise daily alphabet drill <input type="checkbox"/> Arrange letters sequentially <input type="checkbox"/> Talk about/explain the function of the magic ‘e’ <input type="checkbox"/> Apply the long sound of ‘a’ to words with an initial or medial ‘ai’ (digraph) <input type="checkbox"/> Decode words with the initial/medial ‘ai’ digraph <input type="checkbox"/> Work cooperatively in pairs <input type="checkbox"/> Practise the pronunciation of ‘-ay’ sound <input type="checkbox"/> Practice the oral production of the ‘bl’ and ‘br’ blends <input type="checkbox"/> Demonstrate support to peers as required in carrying out activities <input type="checkbox"/> Explore syllabication rules relating to the position of consonants <input type="checkbox"/> Continue to build a store of sight words to aid reading <input type="checkbox"/> Review sight words using a variety of games <input type="checkbox"/> Use word wall to review sight words <input type="checkbox"/> Continue to spell words using their understanding of the relationship between segmenting and blending phonemes and blending graphemes <input type="checkbox"/> Use phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words <input type="checkbox"/> Use vocabulary in context to demonstrate understanding of meaning 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
PHONICS			
Practise daily alphabet drill	<p>STUDENTS WILL:</p> <p>Listen and sing along with pre-recorded alphabet song as part of their daily routine.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Listen/participate in alphabet song 	Daily alphabet drill appropriately practised through listening and repeating letters and sounds

	View and listen to phonic videos or observe teacher modelling mouth formations for each letter.	<input type="checkbox"/> Practise mouth formations	Mouth formations are appropriately practised based on video/teacher models
Arrange letters sequentially	In pairs arrange letter cards/tiles in alphabetical order. e.g. given 	<input type="checkbox"/> Sequence letters	Letters are correctly arranged in alphabetical order
Apply the long vowel sound to words with an initial or medial 'a' and ending in 'e'	Engage in dramatization in which each student gets the letter of a part of words such as <i>rat-</i> , <i>mat-</i> , <i>sam-</i> , and <i>ap-</i> . Students will make the sound associated with each letter and will then blend the sounds to read the word part. A child who is labelled 'a' will then step forward and say, "In this word part, I make the sound /a/ which is a short sound."	<input type="checkbox"/> Pronounce long 'a' sound <input type="checkbox"/> Work collaboratively	Long vowel sound is accurately produced in the presence of the magic 'e' at the end Student collaboration in dramatization is satisfactorily demonstrated
Talk about /Explain the function of magic 'e'	One child who is labelled Magic E and has a wand in his hand will then move to each set of students and in each case will stand at the end of the word and then turn to the child with the medial vowel "a" and say: " 'a', I command you to say your name'. The child with letter 'a' will then step forward and say 'Wow, I am now /ā/. Each child in that set will again step forward and say the sound of his/her letter, including the child with the now long 'a' sound. They will then demonstrate the blending of the sound and will say the new word 'a' as in the case of <i>rate</i> , <i>mate</i> , <i>same</i> and <i>ape</i> .		
Demonstrate support to peers as required in carrying out activities	Rule The presence of Magic 'e' at the end forces the vowel to say its name or to produce the long sound.		
Apply the long sound of 'a' to words with an initial or medial 'ai'	View interactive Power Point or chart presented by teacher in which the sound of the digraph 'ai' is introduced and emphasized in words e.g, <i>aid</i> , <i>pain</i> , <i>again</i> , <i>jail</i> , <i>mail</i> , <i>tail</i> , <i>sail</i> and then in	<input type="checkbox"/> Generate words with 'ai' digraph <input type="checkbox"/> Read word	Long vowel sound is accurately produced when an initial or medial

(digraph)	sentences/paragraphs.	lists/sentences	'ai' combination occurs in words
Work cooperatively in pairs	In pairs, generate own list of words beginning (with the aid of texts or on-line/offline sources), then use the generated words to compose simple sentences. Read word lists and sentences to partners and then to the whole group, being sure to clearly pronounce the 'ai' digraph in each word.	<input type="checkbox"/> Cooperate with peers	Cooperation satisfactorily demonstrated as students work together
Decode words with the initial/medial 'ai' digraph	<u>Tip</u> When two vowels go a walking, the first one does the talking.		
Practise the pronunciation of the '-ay' sound	Review the sound of initial and medial 'ai' by reading aloud sentences which contain words with this sound. Watch online/offline video which introduces the ending '-ay' sound. At the end of viewing video, list the words which were featured, for example, <i>day, Fay, lay, hay, may, play, say</i>) and try to read them aloud with a peer. Emphasize the ending '-ay' sound. Compare 'ai' and '-ay' sounds after saying them both aloud in isolation and in words Try to create other words ending with '-ay' by adding onsets, including those which create non-words. Read words aloud with peers.	<input type="checkbox"/> Decode words <input type="checkbox"/> List words <input type="checkbox"/> Compare sounds	Initial and medial 'ai' sound accurately pronounced in words which are read aloud Words ending in 'ay' sound are accurately recounted and the ending appropriately pronounced
Practise the oral production of the 'bl'	Find objects or items in the classroom which begin with either the bl/br blend (based on which is being done at the time.) Touch the	<input type="checkbox"/> Locate objects beginning with bl/br	Appropriate objects that begin with the 'bl' or 'br' blend are located

<p>and 'br' blends</p>	<p>object/item and say its name aloud, stressing the initial blend.</p> <p>Now find the word card or write the word on the board that matches the object/item found, e.g,</p> <p>black</p> <p>block</p> <p>blue</p> <p>brick</p> <p>brown</p> <p>brush</p>	<p><input type="checkbox"/> Produce /bl/ and /br/</p>	<p>within the classroom</p>
<p>Demonstrate support to peers as required in carrying out activities</p>	<p>Use puzzles to decipher words with the 'bl' and 'br' blends e.g.</p> <p>black Blake</p> <p>block</p> <p>blew</p> <p>brick</p> <p>brain</p> <p>brush</p> <p>brake</p> <p>bring</p> <p>brown</p> <p>Read the words aloud to peers once they are found. Stress the</p>	<p><input type="checkbox"/> Support peers</p>	<p>Support provided to peers as required</p> <p>Words with 'bl' and br' blends accurately determined</p> <p>Words accurately read aloud to peers, with sufficient stress placed on initial blends</p>


	initial blends.		
Apply a variety of segmenting and blending strategies	Using classroom library or software programmes, read graded levels of passages aloud to peers. Use segmenting and blending strategies to decode unfamiliar words encountered. Support peers in demonstrating the strategies as needed.	<input type="checkbox"/> Apply phonic strategies	Passages satisfactorily/accurately read, with the application of segmentation/blending done as necessary
STRUCTURAL ANALYSIS			
SYLLABICATION			
Explore syllabication rules relating to the position of consonants Work cooperatively with peers	STUDENTS WILL: In pairs, work with targeted words (for example, <i>emblem</i> , <i>embrace</i> , <i>impress</i>) to practise the rule that states that ‘ <i>Consonant blends are never separated.</i> ’ by trying to syllabicate these words. For example, a/cross em/blem em/brace im/prove	<input type="checkbox"/> Syllabicate words with blends	Words with blends are appropriately syllabicated
Segment words into their constituent phonemes and blend them to read words	Select cards randomly from bag containing words. Hold each word card selected up to the class and using Think Aloud strategy, segment words into their constituent phonemes and blend them to read words. Point to each word part as they read them aloud, then running the pointer along both words/word parts, read the complete word.	<input type="checkbox"/> Apply strategy <input type="checkbox"/> Segment words <input type="checkbox"/> Read words	Think Aloud strategy clearly demonstrates how words are segmented into phonemes and blended to read words

SIGHT WORDS			
Continue to build a store of sight words to aid reading	Extend personal flash card collection started in Term 2 by adding words currently being learnt. Add pictures on the flip side of flash cards as desired to aid memory.	<input type="checkbox"/> Identify sight words	Personal flash card collection is satisfactorily extended and there is evidence that new sight words are being learnt
Review sight words using a variety of games	Use flash cards to play games such as Long Remembrance (Turn cards face down and try to pick up matching cards. It gets better as the player remembers where certain cards are based on memory), and 'Pass Round Donkey' (Cards are passed around a circle of players and they collect as many as they can to match the cards they have in hand until they have a set number of matching pairs.	<input type="checkbox"/> Match sight words	Sight words accurately matched in flash card games
	Engage in a number of interactive on-line /off-line games with sight words at their grade level which have been encountered/learnt in this term.	<input type="checkbox"/> Identify sight words	Sight words adequately reinforced in interactive on-line/offline games
Use word wall activities to review sight words	Use Word Wall to reinforce sight word vocabulary previously learnt during the term through games such as 'I Spy' and other activities.	<input type="checkbox"/> Revise sight words	Sight words adequately memorized/reinforced through use of the Word Wall
SPELLING AND VOCABULARY DEVELOPMENT			
Continue to spell words using their understanding of the relationship between segmenting and blending phonemes and blending graphemes	Segment the sounds in the word and then attempt to give the letters which will produce the given sounds.	<input type="checkbox"/> Spell words by segmenting/blending	Words accurately spelt using segmenting/blending technique

Use phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words	Form two class teams. Each member of the team who attempts to spell the word assigned to that team will be required to demonstrate how the sounds are segmented in each word and then to supply the letters associated with the sounds. If a member of a team fails to satisfactorily demonstrate the steps, the following team will be allowed to take that challenge, in addition to their assigned word. Two marks will be awarded for each correct attempt.	<input type="checkbox"/> Practise team spelling	Segmenting/blending approach to spelling adequately practised through team spelling activity
VOCABULARY DEVELOPMENT			
Use vocabulary in context to demonstrate understanding of meaning	<p><u>Vocabulary Challenge</u></p> <p>Select words from a box on cue from the teacher and formulate an oral sentences on spot which include the targeted words.</p> <p>Provide feedback to peers with the support of the teacher regarding the appropriateness of sentences formulated.</p> <p>Write at least five sentences (in note books) which include the use of some the targeted words used in the challenge.</p>	<input type="checkbox"/> Compose sentences	<p>Targeted words are appropriately used in oral and written sentences</p> <p>Peer feedback is appropriate</p>

STRAND: COMPREHENSION

ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events <input type="checkbox"/> Use deduction and inference to interpret information and ideas and to predict outcomes <input type="checkbox"/> Read fluently and with appreciation 		Students should be able to: <ul style="list-style-type: none"> <input type="checkbox"/> Understand rhythm and rhyme in poetry <input type="checkbox"/> Interpret the mood of poems <input type="checkbox"/> Continue to make connections between the text and personal experiences <input type="checkbox"/> Locate and interpret information in formatted texts (e.g., calendar, graphs) <input type="checkbox"/> Continue to make simple inferences and reasonable predictions <input type="checkbox"/> Continue to use a range of reading strategies such as QAR, DLTA, DRTA and Fix-up Strategies to extract and process meaning from texts 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Understand rhythm and rhyme in poetry.	STUDENTS WILL: Engage in a teacher guided discussion focused on establishing the meanings of the words ‘rhyme’ and ‘rhythm’.	<input type="checkbox"/> Define rhyme and rhythm	Discussions focused on highlighting and developing understanding of the terms rhyme and rhythm
	Watch a You tube or teacher prepared/sourced video about rhymes and rhythm in poetry. Engage in a discussion focused on recalling the rhymes and producing the rhythms heard.	<input type="checkbox"/> Identify rhymes and rhythms	Rhymes and rhythm accurately identified
	Work in groups to read grade level poems. Circle all the rhymes and record the rhythm heard when the poem is read.	<input type="checkbox"/> Identify rhymes <input type="checkbox"/> Record rhythm	Rhymes accurately identified. Rhythm produced reflects that which is heard when the poem is recited
Interpret the mood of poems	Listen to/read poem selected by the teacher. Engage in a teacher led discussion focussing on the mood of the poem.	<input type="checkbox"/> Identify mood	Discussions focused on the mood of the poem

<p>Continue to make connections between the text and personal experiences.</p>	<p>Examine grade level picture book. Circle/use post-it stickers to identify pictures that cause them to remember something that happened to them or something they experienced. Use the picture identified to do a Show and Tell to share the relating experience (s).</p>	<p><input type="checkbox"/> Make connections</p>	<p>Pictures circled/identified accurately relate to students' experiences shared</p>
	<p>Read and discuss grade level text with their teacher. Use graphic organizer below to draw pictures to reflect incidents or experiences that the story caused them to remember or that which is similar to the story. e.g.</p>  <p>http://susanjonesteaching.com/text-to-self-connections-and-little-freebie/</p> <p>Post their completed worksheets in the reading corner.</p>	<p><input type="checkbox"/> Make text to self-connections</p>	<p>Discussions focused on interpreting and understanding ideas presented in text</p> <p>Completed Text to Self-Connection sheet depicts drawings and information that connects with ideas in text</p>
	<p>Read grade level text and identify characters with which they can relate. Use Venn diagram template to show comparison between themselves and the character chosen. Give reasons for the decisions taken.</p>	<p><input type="checkbox"/> Read grade level text <input type="checkbox"/> Make connections</p>	<p>Venn diagram reflects comparison between students and the characters in the texts. Reasons given are valid and show explicit connections with the students' characteristics and that of the characters in the text</p>
<p>Locate and interpret information in formatted texts (e.g.,</p>	<p>Engage in a teacher led discussion focused on establishing the fact that information presented in text is not always presented in the</p>	<p><input type="checkbox"/> Engage in discussion <input type="checkbox"/> Examine</p>	<p>Discussions focused on explaining the purpose and type of information</p>

calendar, graphs)	form of paragraphs. Examine sample formatted texts projected by the teacher on screen or chart. Engage in a discussion relating to the type of information presented in these types of texts. Be instructed by the teacher to take a sample calendar to school for subsequent classes.	sample texts	presented in formatted texts
	View and engage in discussion relating to sample calendar mounted on the chalkboard or in classroom. Collaborate with their teacher to establish the components of a calendar, its purpose as well as how to effectively use it.	<input type="checkbox"/> Engage in discussion	Discussion highlights the components, their purposes as well as how to effectively use a calendar to glean/extract information
	Respond to teacher prepared/generated questions relating to how to sequence and format information gleaned from a calendar, e.g. the sequence of writing the date of an event, someone's date of birth etc.	<input type="checkbox"/> Respond to questions <input type="checkbox"/> Interpret data	Responses are accurate and reflect the correct sequencing and presentation of data gleaned from a calendar, e.g. DD/MM/Y
	Use personal calendars taken to school to locate information such as date of birth of themselves and their parents, etc., dates of important events at school or in their community. Present the information to the class.	<input type="checkbox"/> Locate information <input type="checkbox"/> Interpret information	Information located is accurate
	Observe as teacher engages them in discovery learning. Explain the organization of sample column graph sourced and presented by the teacher or found in content text.	<input type="checkbox"/> Engage in discussion	Discussion and explanations focused on establishing the fact that graphs are organized and interpreted vertically and horizontally
Examine sample column graph found in text or prepared by the teacher then answer teacher prepared questions that require that they interpret the information presented, e.g.	<input type="checkbox"/> Locate information on graphs <input type="checkbox"/> Interpret data in graphs	Responses accurately captured information presented in graph	

<p>Continue to make simple inferences and reasonable predictions</p>	<p>What Am I?</p> <p>Word cards with clues are divided equally among the groups. Take turns reading the clues and the person to the right responds. The card is passed on if it is answered correctly. The next person then reads one of his cards.</p> <p>I am pointed. My job is to write. I can also make scribbles.</p> <p>What am I?</p> <p>a. pencil b. scissors c. comb</p>	<p><input type="checkbox"/> Make inferences/ predictions</p>	<p>Inferences are appropriately made to answer questions.</p>
<p>Continue to use a range of reading strategies such as QAR, DLTA, DRTA and Fix-up Strategies to extract and process meaning from texts</p>	<p>Using classroom library or software programmes, read graded levels of passages aloud to peers. Use reading strategies to understand texts. Support peers in demonstrating the strategies as needed.</p>	<p><input type="checkbox"/> Apply strategies <input type="checkbox"/> Read passages <input type="checkbox"/> Support peers</p>	<p>Passages satisfactorily/accurately read, with the application of strategies</p>

STRAND: GRAMMAR AND CONVENTIONS

STRAND: GRAMMAR AND CONVENTIONS			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC <input type="checkbox"/> Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately <input type="checkbox"/> Use a range of punctuation correctly 		Students should be able to: <ul style="list-style-type: none"> <input type="checkbox"/> Use simple sentences to write about pictures, experiences, school/home experiences in SJE and JC <input type="checkbox"/> Use present and past tense forms of the verb ‘to be’ i.e. am, is, are, was, were <input type="checkbox"/> Apply the ‘-es’ rule to nouns ending in ‘x’ e.g. box-boxes, fox-foxes <input type="checkbox"/> Apply the add- d rule to verbs ending in ‘-e’ to denote the simple past tense <input type="checkbox"/> Identify and pronounce those word endings that are realized with the ‘-ed’, ‘d’ and ‘t’ sounds <input type="checkbox"/> Use the comma and the full stop in writing simple sentences <input type="checkbox"/> Use the question mark in simple sentences <input type="checkbox"/> Identify and capitalize proper nouns from a variety of texts <input type="checkbox"/> Use correctly the present tense form of the verb ‘to do’ i.e. <i>do, does</i> <input type="checkbox"/> Use the past tense form of the verb ‘to do’ i.e. <i>did</i> <input type="checkbox"/> Use present and past tense forms of the verb ‘to be’ i.e. am, is, are, was, were <input type="checkbox"/> Apply the rules of pluralisation to nouns ending with ‘o’ and ‘f’ <input type="checkbox"/> Apply the rules of capitalization to writing proper nouns <input type="checkbox"/> Respond to and use present tense forms of the verb ‘to have’ <input type="checkbox"/> Distinguish between the use of full stop, comma and question mark in written and oral contexts <input type="checkbox"/> Create correct forms of comparative adjectives using the -er ending 	
		OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
Use simple sentences to write about pictures, experiences, school/home experiences in SJE and JC	STUDENTS WILL: Given a series of three pictures, write a sentence about each picture. Tell an elbow partner about an experience they had at school/home. Their partner will ask two questions about the experience. They will answer, then write a few sentences about the experience to share with the class.	<ul style="list-style-type: none"> <input type="checkbox"/> Write sentences <input type="checkbox"/> Use SJE and JC <input type="checkbox"/> Ask and Respond to questions <input type="checkbox"/> Share with 	Sentences written/discussed using SJE and JC satisfactorily describe pictures/experience

		peers										
<p>Apply the '-es' rule to make nouns ending in 'x' plural e.g.</p> <p>box - boxes</p> <p>fox - foxes</p>	<p>Sort given noun cards into categories which indicate how they should be pluralized e.g. Categories could include those nouns ending in 'x', nouns ending in vowels, etc.</p> <p>Play a teacher-made board game where they compete to earn points for supplying the plural form of nouns indicated by the game.</p>	<input type="checkbox"/> Classify nouns <input type="checkbox"/> Pluralize nouns <input type="checkbox"/> Play board games	<p>Nouns correctly classified based on the rules governing their pluralisation</p> <p>Plural forms of nouns accurately supplied to successfully compete in board game</p>									
<p>Apply the add -d rule to verbs ending in '-e' to denote the simple past tense</p>	<p>Create oral chain stories in the past tense using a specified list of verbs ending in 'e'.</p> <p>Points to note:</p> <p><i>The '-d' past tense ending is usually added to the verb when it has a long vowel sound and ends in an '-e' e.g.</i></p> <p><i>baked</i></p> <p><i>liked</i></p> <p><i>smiled</i></p> <p><i>liked</i></p>	<input type="checkbox"/> Create chain stories <input type="checkbox"/> Use the Past Tense	<p>Chain stories satisfactorily created using the correct past tense of given verbs</p>									
<p>Identify and pronounce those word endings that are realized with the '-ed', 'd' and 't' sounds</p>	<p>Use a table to classify given verbs based on how the past tense ending is pronounced</p> <table border="1"> <thead> <tr> <th>-ed</th> <th>-d</th> <th>-t</th> </tr> </thead> <tbody> <tr> <td>wanted</td> <td>played</td> <td>baked</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Points to Note:</p>	-ed	-d	-t	wanted	played	baked				<input type="checkbox"/> Classify verbs <input type="checkbox"/> Pronounce verb endings	<p>Verb endings accurately pronounced and classified</p>
-ed	-d	-t										
wanted	played	baked										

	<p>✓ If the base verb ends in the 't' or 'd' sounds then the '-ed' pronunciation is applied e.g. end - ended</p> <p>want - wanted</p> <p>✓ If the base verb ends in the 'p', 'f', 's', 'k', 'sh' or 'ch' sounds then the '-ed' pronunciation is applied as 't'</p> <p>✓ Base verbs ending in the silent 'e' usually attract the 't' pronunciation for the '-ed' past tense</p> <p>bake - baked hope - hoped</p> <p>laugh - laughed ('gh' pronounced 'f')</p> <p>watch - watched wash - washed</p> <p>✓ If the base verb ends in other sounds then the '-ed' pronunciation is applied as 'd' e.g.</p> <p>care - cared play - played allow - allowed</p> <p>blaze - blazed</p>		
Use the comma and the full stop in writing simple sentences	<p>Use full stops to separate simple sentences in teacher- made comic strip.</p> <p>Select members of their peers to act as 'punctuation police'. They will review the works of their peers and issue 'punctuation tickets' if commas and full stops are missing from written work.</p> <p>Point to Note: Role may be rotated from time to time</p> <p>Follow given instructions to construct sentences using commas e.g. Write a sentence listing the names of four children in your class.</p>	<input type="checkbox"/> Punctuate comic strips <input type="checkbox"/> Review written work <input type="checkbox"/> Construct sentences <input type="checkbox"/> Follow instructions <input type="checkbox"/> Use commas	<p>Sentences accurately punctuated with full stops</p> <p>Written work adequately reviewed for use of full stops and commas</p> <p>Sentences constructed with attention to given instructions and to accurate use of commas</p>
Use the question mark in simple sentences	<p>Make 'question mark sticks' (question mark drawn on cardboard and pasted to a piece of stick) and use them to indicate where question marks should be placed in stories read by their teacher.</p>	<input type="checkbox"/> Listen for information <input type="checkbox"/> Use question marks	<p>Question mark sticks' are used to accurately indicate where question marks should be located in oral stories</p>

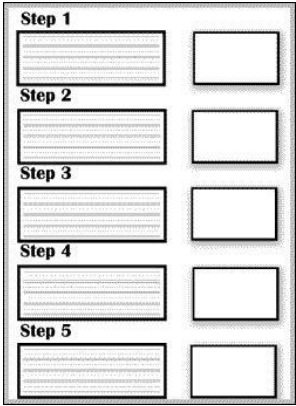
<p>Identify and capitalize proper nouns from a variety of texts</p>	<p>Capitalize the names and addresses of important places in their community e.g. school, church, hospital, library etc.</p> <p>Read stories to identify and classify proper nouns used in the story. Categories could include people , places, animals, things</p> <p>Points to Note:</p> <p>✓ names of persons e.g. Bob Dan</p> <p>✓ places (cities; names of schools, restaurants, events, churches) Kingston, Hill River Primary,</p> <p>Burger King,</p> <p>Cartoon and Puppet Show,</p> <p>Hill Side Church</p> <p>✓ others (names of animals, days of the week, months of the year, cartoon characters etc.) Spot</p> <p>Monday</p> <p>January</p> <p>Dora and Diego</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Capitalize proper nouns <input type="checkbox"/> Read for information <input type="checkbox"/> Identify proper nouns <input type="checkbox"/> Classify proper nouns 	<p>Names and addresses of important places appropriately capitalized</p> <p>Proper nouns used in stories accurately identified and classified</p>
<p>Use correctly the present tense form of the verb <i>'to do'</i> i.e. <i>do, does</i></p>	<p>Complete story frames by using the present tense form of the verbs 'do' and 'does'.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish the verbs 'do' and 'does' <input type="checkbox"/> Complete 	<p>Story frames completed with accurate use of the verbs 'do' and 'does'</p>

		story frames	
Use the past tense form of the verb 'to do' i.e. <i>did</i>	In pairs create two survey questions to interview their peers about a recent school event e.g. Sports Day, Fun Day, Easter Programme etc. Questions must include the word 'did' .	<input type="checkbox"/> Construct questions <input type="checkbox"/> Use the past tense form of the verb 'to do'	The past tense form of the verb 'to do' appropriately used to construct survey questions about school events
Use present and past tense forms of the verb 'to be' i.e. am, is, are, was, were	Describe events in picture stories using the present and past tense forms of the verb 'to be' .	<input type="checkbox"/> Use present and past tense forms of the verb 'to be' <input type="checkbox"/> Describe events in pictures	Events depicted in pictures adequately described using a range of the present and past forms of the verb 'to be'
Apply the rules of pluralisation to nouns ending with 'o' and 'f' .	<p>Observe as teacher demonstrates the rules of pluralisation to nouns ending in 'o' and 'f'.</p> <p>Complete a teacher made 'mad lib' for a story where the words to be filled in are singular/ plural nouns ending with 'o' and 'f'</p> <p><i>e.g. zero, tomato, hero, leaf, life and self</i></p> <p>Points to note:</p> <p>Teacher can reinforce the rules through board games and other interactive activities.</p>	<input type="checkbox"/> Apply pluralisation rules	'Mad libs' completed with the appropriate use of plural nouns ending in 'o' and 'f'
Apply the rules of capitalization to writing proper nouns.	Create sentences to demonstrate the various rules for capitalizing proper nouns e.g.	<input type="checkbox"/> Construct sentences <input type="checkbox"/> Apply	Sentences created reflect accurate application of relevant capitalization rules

	<p>Capital letters begin the names of the months of the year</p> <p>Student writes: I was born in the month of <u>June</u>.</p> <p>Capital letters begin the names of people</p> <p>Student writes: My name is <u>Grace-Ann</u>.</p>	capitalization rules											
Respond to and use present tense forms of the verb ‘to have’ .	<p>Complete a table showing appropriate use of the verb ‘to have’ (present tense) with a variety of subjects</p> <table border="1" data-bbox="491 973 780 1156"> <thead> <tr> <th colspan="2">The Verb ‘to have’:</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>_____</td> </tr> <tr> <td>you</td> <td>_____</td> </tr> <tr> <td>they</td> <td>_____</td> </tr> <tr> <td>Gabby</td> <td>_____</td> </tr> </tbody> </table> <p>Describe events in pictures using sentences which include the use of the verb ‘to have’ in its present tense forms.</p>	The Verb ‘to have’:		I	_____	you	_____	they	_____	Gabby	_____	<input type="checkbox"/> Use present tense forms of verb ‘to have’ <input type="checkbox"/> Describe pictures <input type="checkbox"/> Construct sentences <input type="checkbox"/> Use the present tense form of the verb ‘to have’	<p>Table accurately completed with the present tense forms of the verb ‘to have’</p> <p>Pictures described using the appropriate present tense forms of the verb ‘to have’</p>
The Verb ‘to have’:													
I	_____												
you	_____												
they	_____												
Gabby	_____												

<p>Distinguish between the use of full stop, comma and question mark in written and oral contexts.</p>	<p>In groups design a punctuation rule book with illustrations and examples.</p> <p>Discuss proper expression for each punctuation mark. Practise proper expression in regular oral reading of stories/ poems/dialogues etc.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Record punctuation rules <input type="checkbox"/> Design booklet <input type="checkbox"/> Discuss punctuation marks <input type="checkbox"/> Articulate proper expression in oral reading 	<p>Punctuation rules for use of full stop, comma and question mark creatively documented in a rule book</p> <p>Correct expression for punctuation marks adequately discussed.</p> <p>Oral reading done with adequate attention to the correct expression of punctuation marks.</p>
<p>Create correct forms of comparative adjectives using the -er ending.</p>	<p>Match comparative adjective expressions (-er ending) with the appropriate pictures they describe.</p> <p>Write comparative sentences (-er ending) about things in their class, homes, books or neighbourhood.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe pictures <input type="checkbox"/> Use comparative expressions <input type="checkbox"/> Construct sentences 	<p>Appropriate comparative expressions with -er endings chosen to accurately describe pictures</p> <p>Sentences accurately constructed using comparative expressions which adequately describe things in the environment</p>

STRAND: WRITING			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <input type="checkbox"/> Develop approaches to the writing process to enable them to organise their ideas into a coherent structure including, layout, sections and paragraphs <input type="checkbox"/> Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi -media approaches to their writing <input type="checkbox"/> Use language and text forms appropriately and with imagination to create vibrant and engaging texts <input type="checkbox"/> Write well-constructed paragraphs which have linking sentences within and between them 		Students should be able to: <ul style="list-style-type: none"> <input type="checkbox"/> Participate in a variety of prewriting activities including listing, drawing, brainstorming, and graphic organizers. <input type="checkbox"/> Write multiple sentences to support main idea <input type="checkbox"/> Revise and edit documents for the trait of quality writing (e.g., organization, word choice, sentence fluency and presentation) <input type="checkbox"/> Prepare and publish a final draft 	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Participate in a variety of prewriting activities including listing, drawing, brainstorming, and graphic organizers.	GIVING DIRECTIONS Prewriting STUDENTS WILL: View/examine simple maps to trace route to school or other important community buildings. Work in small groups to sequence jumbled pictures to outline route to school or other important community buildings that will be recorded by the teacher on the chalkboard. Create lists or draw captioned pictures to sequence events in a process (e.g. pass the tree, turn at the gas station etc.)	<input type="checkbox"/> Generate and organize ideas for writing	Ideas generated reflect model chosen

			
	<p>https://www.pinterest.com/pin/332562753704712410/</p>		
Write multiple sentences to support main idea	<p>Drafting</p> <p>Compose sentences using ideas generated from graphic organizer. Use sentences to create pamphlet/flyer to give direction to school or other important buildings.</p> <p>Add drawings, pictures, colouring to enhance the pamphlet/flyer</p>	<input type="checkbox"/> Compose sentences	Sentences composed with new ideas and appropriately organized and sequenced
Revise and edit documents for the trait of quality writing (e.g., organization, word choice, sentence fluency and presentation)	<p>Revising</p> <p>Work in groups, exchange pamphlets and plan brief dramatization to follow the directions outlined in the pamphlet.</p> <p>Observe each other's role play to check for accuracy and identify gaps in the directions given.</p> <p>Remain in their groups to peruse pamphlets/flyers using teacher prepared questions and feedback from class discussion. Revisit sequence of steps to ensure accuracy.</p>	<input type="checkbox"/> Revise work done	Revised writing reflects feedback from peers and teacher focusing on accuracy of information, capitalization, spelling, handwriting and correct sequence
	<p>Editing and Proofreading</p>	<input type="checkbox"/> Use proofreading	

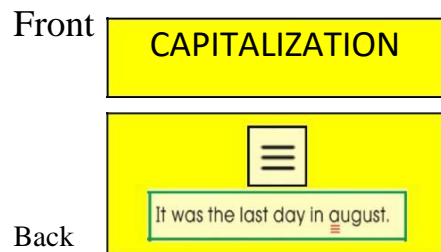
Select teacher prepared editing cards focusing on capitalization, punctuation (full stop), spelling, handwriting (formation of letters and neatness) from editing box.

Peruse their pamphlets/flyers to identify instances of the proofreading markers e.g.

Editing/Proofreading Marks	
Marks and Meanings	Examples
	capitalize It was the last day in <u>august</u> .
	make it lowercase The <u>D</u> og played with a <u>s</u> tick.
	spelling mistake Mom told me to stay <u>bee</u> .
	add a word or punctuation I could believe my eyes! There were rides, games, and prizes.
	add a period The park was crowded. There were a lot of families.
	delete She was so the smart.
	switch words or letters He wanted to buy the <u>o</u> ke <u>fe</u> d.
	close the space Look at the rain <u>bow</u> l
	add a space I like reading <u>q</u> ot.
	start a new paragraph It was great! After that, we went to the park.

<https://www.carsondellosa.com/products/168073--Editing-Proofreading-Marks-Stickers-168073>

Sample Editing Cards;



markers to edit writing

Prepare and publish a

Publishing

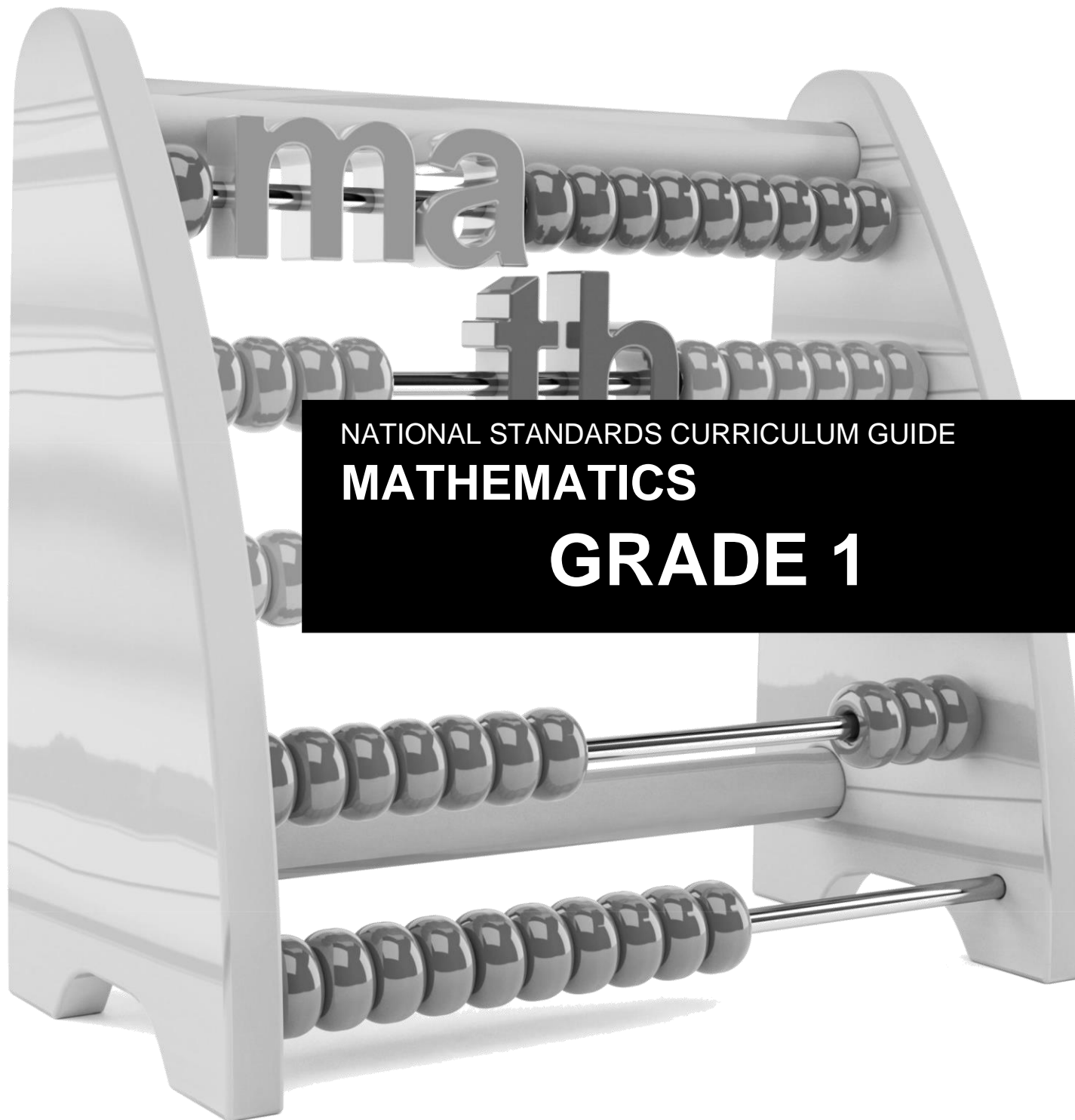
Publish

Published pamphlets/flyers demonstrate

final draft	Collaborate with their teacher/parent to refine and prepare their pamphlet/flyer for publishing. Publish pamphlet/flyer in classroom information centre/bulletin board.	written work	good use of all the elements learnt: capitalization, spelling, handwriting and sequencing
-------------	--	--------------	---

RESOURCES:

- Dolch Sight Word List for Grade 1 (basic sight words)**
- Fry's Word List - High frequency words – The first hundred**
- Words from Literacy 1-2-3 Big/Little books (Readers)**
- Words from concepts being learnt in Integrated Studies**
- Words related to general Language Arts content for Term 3 units.**
- Relevant learning websites – videos, Power Point presentations and interactive activities, including games**
- Word cards**
- Letter cards**
- Personal flash cards**
- Sentence strips**
- Supplementary readers**
- Laptop**
- Multimedia Projector**
- Internet**
- Tape recorder**
- Grade level texts**
- Strategy posters – outlining strategies**
- Flash cards**
- Samples of students' writing**



NATIONAL STANDARDS CURRICULUM GUIDE
MATHEMATICS
GRADE 1



Out of many, one people..... Jamaica

Maths Prayers

Lord, teach me to number my days
And graph them according to your ways
Trusting you to base me in my plan
To complement your perfect diagram
Subtract the points you do not want from me
But add the values you have set for me
Divide the dividends I possess accordingly
So I can multiply them systematically.
Draw the lines I have to follow
Guide me properly with your arrow
Because sometimes I tend to be irrational
Yet all the while you want me to be rational.
Well, I learn that life is like a slope
With it ascends and descends that I must cope
Going through such a wonderful formula
Is just like solving problems in algebra
Life is indeed an infinite equation
Perfected by your eternal computation
And only a minuscule yet projection
Give thanks and praise your Almighty creation.



Ministry of Education, Youth & Information

Dear Father in Heaven,

Enlighten my mind so that I may recognize Your good works for what they are and neither add to nor subtract any fraction from all that You have commanded of me. (Deuteronomy 12:32)

Supply and multiply the seed of Your righteousness in and through me, so that I may rightly divide the word of truth and present myself to You as a worker who does not need to be ashamed.

(2Corinthians 9:10-11; 2 Timothy 2:15)

For You are worthy of all praise and deserve nothing less than my best, as there is no other God who is equal to or greater than You.

How precious also are Your thoughts to me, O God! How great is the sum of them!

(Psalms 139:17)

May my thoughts also be a sweet savor to You as I count Your blessings to infinity, in Jesus name,
Amen!



Ministry of Education, Youth & Information

It is your life, live it right.

Bickersteth Infant and Primary

Introduction

The Jamaican Standards for Mathematics are statements about what students should know and be able to do in order to meet the Attainment Targets of The Primary Curriculum. The standards are articulated by grade level and describe a connected body of mathematical understandings and competencies that provide a foundation for all students in Grades 1 to 3.

The curriculum and the Standards for Mathematics complement each other. The standards provide support for teachers to monitor student progress and the success of teaching and learning programmes. They provide administrators and other stakeholders with a comprehensive overview of what students should be achieving in Grades 1 – 3. Most importantly, they provide a means by which student performance can be assessed in relation to the curriculum attainment targets and objectives, hence providing teachers with the necessary information to decide upon next steps for learning with students and to target students who need extra assistance.

These Standards are not intended to encompass the entire curriculum for a given grade, nor does it prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and to select instructional strategies and assessment methods appropriate for their students

Together, the Curriculum and the Standards will play an important role in the successful development of students' mathematical ability by assisting teachers to improve the quality of teaching and learning in all Jamaican classrooms.



Ministry of Education, Youth & Information

The Structure and Development of the Standards

The Standards for Mathematics are statements about what students should know and be able to do in order to meet the requirements of The National Standards Curriculum. These standards are structured according to the content and process strands identified in the Curriculum. For each content and process strand, a standard has been developed which is aligned with the Curriculum Attainment Targets. The Curriculum has outlined the expectations for progress through each grade level. It, therefore, serves as a guide for monitoring the progress of each student based on the standards for each grade as students will be performing at varying levels throughout the year, and will be working at a different pace. In light of this, these Standards therefore, provide support for the development of assessment programmes to assess students' achievement in relation to the targets set by the Curriculum.

Each content strand (number, measurement, algebra, geometry, statistics and probability) has a related standard outlining what students should know and be able to do in order to meet the requirements of the Curriculum. Aligned to each standard is the Curriculum Attainment Targets which specifically breaks down the content strand to several measurable goals aimed at achieving the standard. (See Figure 1). Further, Benchmarks which are the descriptions of the knowledge and skills students should acquire to achieve the Attainment Targets are presented with the related Curriculum Objectives aligned to them.

NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 1 MATHEMATICS

SCOPE AND SEQUENCE

Mathematics Scope and Sequence with Strategies and Techniques

SCOPE AND SEQUENCE FOR GRADE 1 TERM 1 – (14 Teaching Weeks)				
STRANDS	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1. NUMBER	<ul style="list-style-type: none"> a. Identify numbers 0-10. b. Identify set with up to 19 members c. Place number 1–10 in serial order d. Use objects to create sets e. Identify objects which belong/do not belong in a set. f. Count the number of objects in a set g. Matching members of a set- same/fewer/more.. h. Compare sets. i. Partition 2-10 members in two or more sets. j. Identify whole set. k. Identify parts of a set. l. Identify the empty set. 	<ul style="list-style-type: none"> a. Use Ordinals up to 10th. b. Write number words 0-19. c. Write numerals 0-19. d. Associate number with numerals. e. Identify set with 20 through 100 members. f. Join two sets (up to 10 members) using mathematical sentences. g. Use +, -, and = correctly to complete mathematical sentences. 	<ul style="list-style-type: none"> a. Know 'one more than' facts. b. Recognize and make ten facts c. Memorize and recall addition facts up to the sum of ten. d. Know addition facts (commutative property). e. Associate the addition of up to three numbers with the joining of sets. f. Adding zero to any number. g. Use +, -, =, ≠, Correctly to complete mathematical sentences. 	<ul style="list-style-type: none"> a. Identify greatest or least of a set of numbers. (0 – 19) b. Compare numbers: greatest/least. c. Use +, -, = correctly to complete mathematical sentences.

SCOPE AND SEQUENCE FOR GRADE 1 TERM 1 – (14 Teaching Weeks)

STRANDS	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
2. MEASUREMENT		<p>a. Identify measurable attributes of objects for eg. A box has dimensions (length, width, height), weight, volume (non-standard)</p> <p>b. Use comparison and describe objects using</p> <ul style="list-style-type: none"> ○ long/short ○ wide/narrow ○ thick/thin ○ heavy/light ○ large/small ○ tall/short (use concrete, semi concrete and then abstract to do the comparisons) <p>c. Identify objects of equal/unequal length.</p> <p>d. Estimate and measure the length of various objects using non-standard units . (for eg. Hand span, foot prints, fudge sticks, finger width, paces, connecting cubes, paper clips)</p>	<p>a. Use concrete materials to investigate the relationship between the size of a unit and the number of units needed to measure length. E.g. compare the number of paper clips and pencils needed to measure the length of a table.</p> <p>b. compare and order objects by their linear measurements using the same non-standard units. Eg using a length of string equal to the length of your forearm, work with a partner to find other objects that are about the same length</p>	<p>a. Identify days of the week and months of the year.</p> <p>b. Use a calendar to calculate days and weeks for specific events.</p> <p>c. Tell time on the hour, half an hour on a digital and analog clock.</p> <p>d. Show time given orally on the clock face.</p> <p>e. Associate time on the hour or half hour with daily events.</p> <p>f. Use estimation to compare times spent on various activities.</p> <p>g. Associate months with school activities and holidays.</p>

SCOPE AND SEQUENCE FOR GRADE 1 TERM 1 – (14 Teaching Weeks)

STRANDS	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
3. GEOMETRY	a. Identify geometric shapes in natural and man-made objects (eg. natural objects: tree, man, hill, sun manmade shapes: - roof - window - ruler - ball - book	a. Use any simple shape to make pattern by repetition (e.g. Ink blobbing, tessellation, potato-printing).	a. Identify straight and curve path and associate them with longer and shorter paths.	

SCOPE AND SEQUENCE FOR GRADE 1 TERM 2 (11 Teaching Weeks)

STRANDS	JANUARY	FEBRUARY	MARCH
1. NUMBER	<ul style="list-style-type: none"> a. Represent numbers by strokes/bundles. b. Identify Tens and Ones places of numerals. c. Read and write numerals 20 -100. d. Order and compare two digit whole numbers. e. Identify Jamaican notes/coins f. Show values using different combinations of notes and coins. g. Tell the worth of a set of coins/notes. h. Count in tens to 100. i. Use +, -, =, ≠ correctly to complete mathematical sentences. 	<ul style="list-style-type: none"> a. Identify counting and whole numbers. b. Know the doubling facts. c. Count by 2 to at least 20. d. Describe simple fraction using fraction words. e. Identify halves of a whole. f. Identify quarters of a whole. g. Identify halves of a set of objects. h. Identify quarters of a set of objects. i. Read and write simple fractions (quarter and halves). 	<ul style="list-style-type: none"> a. Subtract members from sets. b. Know subtraction facts up to 10. c. Know 'one less than' facts. d. Subtract zero from any number. e. Use addition and subtraction facts to complete number sentences. f. Selecting an appropriate operation (addition and subtraction) in solving problems. g. Identify even and odd numbers. h. Count on even numbers only. i. Count on odd numbers only.
3. GEOMETRY	<ul style="list-style-type: none"> a. Model shapes (circle, rectangle, square, triangle). 	<ul style="list-style-type: none"> a. Identify and name geometric shapes observed in the environment (circle, rectangle, square, triangle). 	<ul style="list-style-type: none"> a. Tell similarities and differences seen in the shape of objects in the environment (hills/mountains/valleys, cones, different forms of boxes (prism), pyramids, cylinders) b. Investigate faces, corners, edges c. Sort solids d. Compare solids with polygons
4. STATISTICS AND PROBABILITY		<ul style="list-style-type: none"> a. Collect, sort and group data using attributes closely related to students to classify data: <ul style="list-style-type: none"> - Number of boys/girls - Clothing 	

SCOPE AND SEQUENCE FOR GRADE 1 TERM 2 (11 Teaching Weeks)

STRANDS	JANUARY	FEBRUARY	MARCH
		<ul style="list-style-type: none">- Number of pencils- Birthdays- Height (tall or short). <p>b. Make general statements and draw conclusions based on information collected.</p>	

SCOPE AND SEQUENCE FOR GRADE 1 TERM 3 (11 Teaching Weeks)

STRANDS	APRIL	MAY	JUNE
1. NUMBER	<ul style="list-style-type: none"> a. Sequence numbers to 100 (ascending and descending). b. Separate a set of objects into 3 distinct sets. c. Establish the relationship between addition and subtraction d. Use the symbols $<$, $>$ to correctly compare quantities e. Use number line to show addition and subtraction. 	<ul style="list-style-type: none"> a. Tell the worth of a set of coins/notes (dollars only). 	<ul style="list-style-type: none"> a. Create and write number sentences from story problems b. Complete mathematical sentences using addition and subtraction. c. Solve simple word problems, including the use of money.
2. MEASUREMENT	<ul style="list-style-type: none"> a. Identify and describe non-standard units to measure liquids b. Estimate liquid quantities using different measures - a teaspoon, a plastic cup, water bottles c. Compare liquid quantities 	<ul style="list-style-type: none"> a. Estimate the weight of objects in non -standard units b. Compare the weights of objects 	<ul style="list-style-type: none"> a. Explore experiences of hot, cold, and temperatures in between. b. Recognize the instrument used for measuring temperature.
3. GEOMETRY	<ul style="list-style-type: none"> a. Explore the combination of shapes b. Explore the movement of shapes <ul style="list-style-type: none"> i. Flip ii. Slide iii. turn 	<ul style="list-style-type: none"> a. Sort shapes according to attributes. 	
4. ALGEBRA	<ul style="list-style-type: none"> a. Create patterns with objects and geometric 	<ul style="list-style-type: none"> a. Find missing terms in repeating colour, number 	

PROCESS STRAND CHECKLIST

Mathematical Processes

Problem – Solving Skills	Pre - K	K	1	2	3
Using a problem-solving plan					*
Use data from a picture, graph, table		*	*	*	*
Choose an operation		*	*	*	*
Multiple-step problems			*	*	*
Extra or missing information			*	*	*
Exact answer or estimate			*	*	*
Interpreting remainders					*
Translating words to expressions				*	*
Writing to explain					*
Writing to describe					*
Writing to compare					*
Using a calculator or computer			*	*	*

Problem – Solving Strategies	Pre - K	K	1	2	3
Act it out, use objects, do simulations	*	*	*	*	*
Draw a picture		*	*	*	*
Use logical reasoning		*	*	*	*
Try, check, and revise		*	*	*	*
Look for a pattern	*	*	*	*	*
Make an organized list		*	*	*	*
Make a table		*	*	*	*
Make a graph		*	*	*	*
Solve a simpler problem					*

Work backward					*
Write a number sentence/equation/proportion		*	*	*	*
Choose a strategy					*
Using multiple strategies					*

Reasoning and Proof	Pre - K	K	1	2	3
Logical reasoning					
Comparing/contrasting	*	*	*	*	*
Classifying/sorting/Venn diagrams	*	*	*	*	*
Finding/extending/using patterns	*	*	*	*	*
Making connections	*	*	*	*	*
Making generalizations			*	*	*
Drawing conclusions and evaluating arguments		*	*	*	*
Making/testing conjectures			*	*	*
Explaining/justifying answer/checking for reasonables			*	*	*
Visual and creative thinking					
Visual patterns/spatial reasoning	*	*	*	*	*
Solving non-routine problems		*	*	*	*
Generating problems			*	*	*

Connections	Pre - K	K	1	2	3
Curriculum connections to other subjects		*	*	*	*
Connections among mathematical ideas	*	*	*	*	*
Real-world connections					
Students' daily lives	*	*	*	*	*
Consumer					*
Career					*
Multicultural connections		*	*	*	*
Connections using technology			*	*	*

Communication	Pre - K	K	1	2	3
Writing to explain					*
Writing to compare					*
Writing to describe					*
Reading for math success/reading assists/math language		*	*	*	*
Write about it/journal					*
Talk about it/share	*	*	*	*	*
Working in cooperative groups	*	*	*	*	*
Writing convincing arguments using mathematical ideas			*	*	*



Representation	Pre - K	K	1	2	3
Concrete/pictorial and number-line models for whole numbers	*	*	*	*	*
Integers on a number line					
Whole-number addition/subtractions using concrete/pictorial models	*	*	*	*	*
Whole-number multiplication/division using concrete/pictorial models				*	*
Integer computation using pictorial or number-line models					
Concrete/pictorial models for part of a whole/set		*	*	*	*
Fractions on a number line					*
Fraction operations using pictorial models					*
Dividing whole numbers by fractions using pictorial models					
Pictorial model for decimals					*
Decimals on a number line					
Decimal operations using pictorial models					*
Integer operations using pictorial or number-line models					
Ratio, proportion, percent models					
Proportions related to maps and scale drawings					
Counting units to find length, area, volume		*	*	*	*
Geometric models for real-world situations		*	*	*	*
Making graphs/charts/tables/diagrams	*	*	*	*	*
Models for equations (algebra tiles, two-color counters)					
Solving problems by drawing a picture/diagram		*	*	*	*
Number sentences and equations to model real situations		*	*	*	*

NATIONAL STANDARDS CURRICULUM GUIDE
ILLUSTRATIVE ACTIVITIES



Ministry of Education, Youth & Information

Figure 1: Standard, Benchmarks and Illustrative Examples, referenced to Attainment Targets, and Objectives for the NSC

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.	
Benchmarks and Illustrative Examples		NSC Attainment Targets (AT) and Objectives
<p>Benchmark 1.1.2</p> <p>Associate number with the members in a set of objects, representations of objects, and/ or symbols.</p> <p>Illustrative Examples</p> <p>1. Let me hear you count to tell how many.</p> <p>a) How many crayons are in the set?</p> <p>b) How many mangoes are there?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>		<p>AT-1 Demonstrate an understanding of the ideas of sets.</p> <p>Objectives</p> <p>NEW Count to tell how many objects are in a set or group.</p> <p>1.1.6 <i>Extended:</i></p> <p>Identify by counting the number of members in a set with a) one through</p>



Ministry of Education, Youth & Information

c) How many stars are there in all?



ten members, b) 11 through 99 members.

NEW Identify the empty set / set with no members

The Rationale for the alignment is based on the following:

- i Mathematics programmes in schools are based on the NSC.
- ii The National Assessment Programme and assessment instruments used in schools align with the structure of Curriculum.

There are five (5) content and five (5) process strands identified for which attainment targets have been developed and presented in the Curriculum. The Benchmarks and Illustrative examples make reference to these targets and objectives. The objectives listed as, 'New' is either implied in or not covered in the target grade in the listed objectives in the former Curriculum.



Ministry of Education, Youth & Information

Figure 2: Content and Process Strands in Mathematics

CONTENT STRANDS	PROCESS STRANDS
“What students should learn”	“Ways of acquiring and using content knowledge”
<ul style="list-style-type: none">i Numberi Measurementi Geometryi Algebrai Statistics and Probability	<ul style="list-style-type: none">i Problem Solvingi Reasoning and Proofi Communicationi Connectionsi Representation

These two strands are inextricably linked, as one cannot solve problems without understanding and using mathematical content. The content strands are intended to support the process strands so as to prepare students to:

- i Become Competent problem solvers,
- i Communicate effectively
- i Reason logically,
- i Make mathematical connections and
- i Use mathematical representations to model and interpret practical situations.



Ministry of Education, Youth & Information

Table 1 shows the five content and process strands.

Table 1: The Five Content and Process Standards

Content Standards	Process Standards
<p style="text-align: center;">NUMBER</p> <p>Students will: Demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.</p>	<p style="text-align: center;">PROBLEM SOLVING</p> <p>Students will: Develop new mathematical knowledge through problem solving and employ a variety of problem solving strategies to solve real-life mathematical problems that arise in varied contexts.</p>
<p style="text-align: center;">MEASUREMENT</p> <p>Students will: Use non-standard and/or standard metric (SI) units, instruments, and procedures to estimate and measure quantities of different attributes, and to compute and solve problems.</p>	<p style="text-align: center;">REASONING AND PROOF</p> <p>Students will: Use reasoning and proof when solving mathematical problems; make and investigate mathematical assumptions; develop, select, evaluate and apply mathematical arguments, as well as various types of reasoning and methods of proofs.</p>
<p style="text-align: center;">GEOMETRY</p> <p>Students will: Apply geometric concepts (points, paths, lines, shapes) to reason about objects and space in the environment.</p>	<p style="text-align: center;">COMMUNICATION</p> <p>Students will: Organise and build on mathematical thinking by communicating clear and precise mathematical language to express ideas; analyze and evaluate mathematical thinking strategies of others.</p>
<p style="text-align: center;">ALGEBRA</p> <p>Students will:</p>	<p style="text-align: center;">CONNECTIONS</p> <p>Students will:</p>



Ministry of Education, Youth & Information

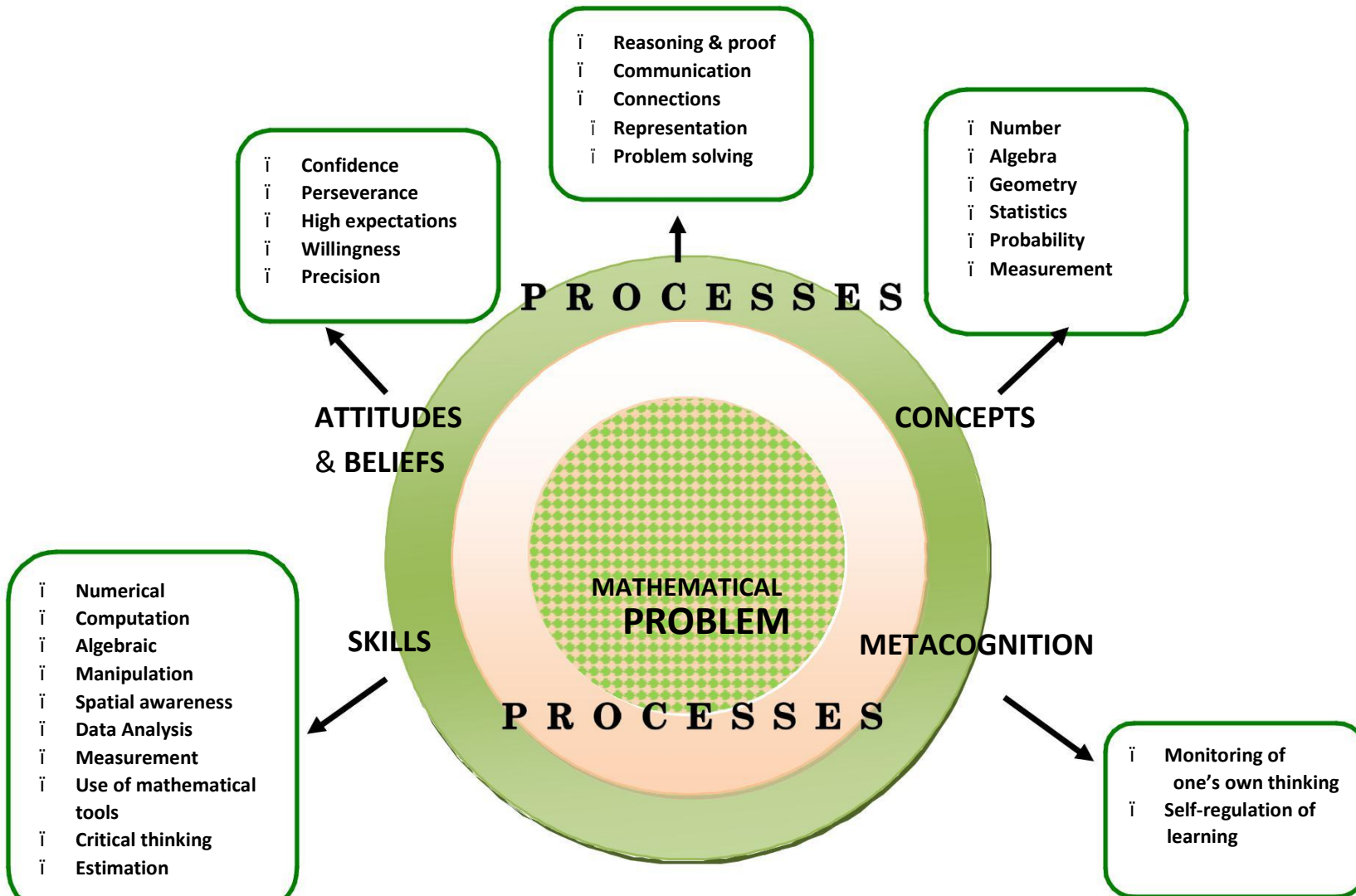
Use symbols and variables to reason about number relationships, to solve problems and make decisions.	Recognize and use connections among mathematical ideas; demonstrate an understanding of how mathematical ideas are interconnected; use the mathematical connections to produce a coherent whole; as well as recognize and apply mathematics in contexts across the content areas.
STATISTICS AND PROBABILITY Students will: Collect, organize, display and interpret data to find solutions and/or make decisions in practical situations; understand and apply basic concepts of probability.	REPRESENTATION Students will: Create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems: use representations to model and interpret physical, social, and mathematical phenomena.

Figure 2 illustrates the mathematics framework as articulated in the Curriculum and the Standards document. At the centre is mathematical problem solving which is central to mathematics learning? It involves the acquisition and application of mathematics concepts and skills in a wide range of contexts. The development of mathematical problem solving skills is dependent on the concepts, skills, attitudes and metacognition inherent in the curriculum. The Process strands are all encompassing as they represent the processes involved in acquiring and applying mathematical knowledge. They include reasoning and proof, communication, connections, representation and problem solving.



Ministry of Education, Youth & Information

Figure 3: The Jamaican Mathematics Framework





Ministry of Education, Youth & Information

International Benchmarking

The development of the standards and benchmarks was informed by a comparative analysis of standards for mathematics developed in Japan, Singapore, Hong Kong, Australia, United Kingdom, Canada and the United States. In particular, several benchmarks from the internationally renowned National Council of Teachers of Mathematics (NCTM) were adopted.

It has become increasingly important to gauge Jamaica's expectations against international standards. By comparing our Standards with international trends, it provides us with the opportunity to share in the best practices based on research evidence and learn from the successes of others. It affords us the opportunity to examine high performing models such as Japan to gain new insights and explore possibilities for collaboration. A 7 week training session on Lesson Study, held in Japan in 2012, has helped to refashion our planning and delivery of Mathematics.



Grade 1 Mathematics Content Standard – Number

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<p>Benchmark 1.1.1</p> <p>Demonstrate an understanding of groups or sets using actual objects or pictures of objects.</p> <p>Illustrative Examples</p> <p>1. Here are some toys in a box, pick out the ones that belong together? Ask: Why did you put these together? Expected answer: using attributes such as size, shape and colour (e.g., all cars, all red)</p>	<p>AT-1 Demonstrate an understanding of the ideas of sets.</p> <p>Objectives</p> <p>1.1.1 <i>Extended:</i></p> <p>Group and ungroup real or representative objects in many ways.</p> <p>1.1.2 Use the word set when referring to a group.</p> <p>1.1.3 Identify objects which are in and which are not in a set.</p>	



Ministry of Education, Youth & Information



2. Which food does not belong in this set?
How can you tell?



3. Which set has more?



4. Have students identify situations in which things come in ones, twos, threes etc.

NEW Use one to one correspondence to match two sets: e.g. Give each person a cup of tea, a ball, a straw.

1.1.4 Determine by matching, members a set with the same, fewer or more members than another.

1.1.8 *Extended:*

Partition a set with two to ten members into two sets, and put it back together.

Benchmark 1.1.2

Associate number with; the members in a set of objects, representations of objects, and/ or symbols.

Illustrative Examples

1. Let me hear you count to tell how many.

AT-1 Demonstrate an understanding of the ideas of sets.

Objectives

NEW Count to tell how many objects are in a set or group.



Ministry of Education, Youth & Information

a) Crayons? b) Mangoes?



c) How many stars are in the picture below?




1.1.6 *Extended:*

Identify by counting the number of members in a set with a) one through ten members, b) 11 through 99 members.

NEW Identify the empty set / set with no members



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems, and the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.	
Benchmarks and Illustrative Examples	NSC Attainment Targets and Objectives	
<p>Benchmark 1.1.3</p> <p>Read and write number words and numerals using the Hindu-Arabic place value system, and associate both with the number of objects up to 99.</p> <p>Illustrative Examples</p> <p>1. How many? Write the numeral, and the number name in words.</p> <p></p> <p>Numeral: _____ Word: _____</p> <p>2. Draw objects (strokes, bundles of tens and ones) to show</p> <p>a) 9</p> <p>b) 10</p>	<p>AT-2 Know the value of numerals and associate them with their names, numbers and ordinals</p> <p>Objectives</p> <p>1.2.2 Recognize the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and associate them with sets having the corresponding number of members.</p> <p>1.2.3 Extended:</p> <p>Recognize the number names 'zero' through 'nineteen' and associate them with sets having the corresponding number of members.</p>	



Ministry of Education, Youth & Information

c) 62

3. I have fifty six mangoes, how many bags with 10 mangoes can I make from them? (Draw the number of objects and show the groupings.)
4. How many groups of tens did you make?
5. How many mangoes were left over?
6. Write the number names for the following:
 - a) 11
 - b) 19
 - c) 12
 - d) 28
 - e) 15
 - f) 13
7. Have students count the number of cups, plates, forks, paper napkins needed for their class party. Count in twos and in tens as well.

1.2.4 Write the numerals 0 through 10 and associate them with the corresponding words.

NEW Write number names, zero through ninety- nine, to show up to ninety nine objects.

1.2.5 Represent numbers (amounts of objects) by strokes, bundles of ten and single ones.

1.2.6 Group objects in tens and ones and write the number of tens and the number of ones.

1.2.7 Read and write the numerals 11 through 100 and associate them with the numbers they represent.


1.2.8 Apply the base ten concepts to writing amounts of money (e.g. \$10 +\$1 = \$11).

NEW Identify different names for, and or ways to show the same number of objects.

(Obj. 2.2.2)



Ministry of Education, Youth & Information

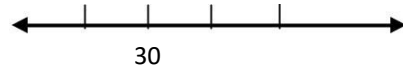
GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.	
Benchmarks and Illustrative Examples		NSC Attainment Targets and Objectives
<p>Benchmark 1.1.4</p> <p>Demonstrate an understanding of the magnitude (size) of numbers and use this to compare and to place whole numbers in serial order including on the number line.</p> <p>Illustrative Examples</p> <p>1. How many cupcakes? Write the number that shows one more than the number of cupcakes shown.</p> <p> _____ one more is _____</p> <p>2. Which is greater? Why?</p> <p>a) 9 or 8</p> <p>b) 56 or 63</p> <p>3. What is the number before 5, and the next two numbers when counting by twos?</p>		<p>AT-1 Demonstrate an understanding of the ideas of sets.</p> <p>Objectives</p> <p>1.1.7 Compare two numbers and tell which is greater.</p> <p>1.1.6 Demonstrate an understanding of the serial order of the numbers one through ten</p> <p>(e.g., know that six is one more than five etc.)</p> <p>AT-3 Use the basic operations with numbers and number patterns</p> <p>Objectives</p> <p>1.3.28 Show the greatest or the least of a set of given numbers.</p>



Ministry of Education, Youth & Information

___, 5, 7, __, __

4. Where would 29, 31, 32 go on the number line?



5. Use songs and rhymes to practice counting backwards and forwards, for example “*One little, two little Indians*”

1.3.25 Demonstrate an understanding of the serial order of numbers up to 100.

1.3.26 Identify the next number in any sequence of counting numbers.

1.3.27 Count by twos (up to twenty at least).

1.3.32 Count in tens up to 100

NEW Order and compare 2-digit whole numbers using a number line.





Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.	
Benchmarks and Illustrative Examples		NSC Attainment Targets and Objectives
Benchmark 1.1.5 Demonstrate an understanding of the use of numbers to tell positions (ordinals), other properties and types of number.	AT-2 Know the value of numerals and associate them with their names, numbers and ordinals.	





Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.	
Benchmarks and Illustrative Examples		NSC Attainment Targets and Objectives
<p>Illustrative Examples</p> <p>1. Which of these shows an even number of objects?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>2. Mark the fourth star from the moon.</p> <p>☾ ☆ ☆ ☆ ☆ ☆</p> <p>3. Which does not belong? Explain your reasoning.</p> <p>3, 7, 2, 9, 5</p> <p>4. Have students selected their favorite number, create their own number booklets showing different ways of arranging the selected number.</p> <p>5. Discuss the possibility that someone can be first in a situation, but is also the last.</p>		<p>Objectives</p> <p>1.2.1 Extended: Use the ordinal numbers first, second, to tenth to identify objects, symbols, persons in a position</p> <p>AT-3 Use the basic operations with numbers and number patterns</p> <p>1.3.29 Identify even and odd numbers.</p> <p>1.3.30 Count on the even numbers only.</p> <p>1.3.31 Count on the odd numbers only.</p>




Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.	
Benchmarks and Illustrative Examples		NSC Attainment Targets and Objectives
<p>Benchmark 1.1.6</p> <p>Understand and use fractional numbers to name equal parts of an object or a set of objects</p> <p>Illustrative Examples</p> <p>1. How many parts? Are the parts equal?</p> <p>a) </p> <p>b) </p> <p>2. Which shows a whole fruit?</p>		<p>AT-3 Use the basic operations with numbers and number patterns</p> <p>Objectives</p> <p>NEW Identify whole and parts of objects.</p> <p>1.3.6 Describe a fraction as one or more parts of several <u>equal</u> parts.</p> <p>1.3.7 Tell whether or not a given picture shows halves.</p> <p>1.3.8 Tell whether or not a given picture shows fourths (quarters)</p> <p>1.3.9 Show one half or fourths of a given object.</p> <p>1.3.10 Identify in different ways (including folding), from given quantities, halves or fourths (quarters).</p>




Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.	
Benchmarks and Illustrative Examples	NSC Attainment Targets and Objectives	
 <p>(Expected Answer: Pineapple and Papaya)</p> <p>If students say papaya, then investigate if 2 halves of a different whole equals one)</p> <p>3. Shade the given fraction</p> <p>a) Two fourths <input type="text"/></p> <p>b) One half <input type="text"/></p> <p>4. Which fraction of a shape is bigger? Show by folding, e.g., Take a sheet of paper and fold to show one half, one quarter etc.</p> <input type="text"/>	<p>NEW Tell the number of equal parts into which an object or a set has been divided.</p> <p>NEW Know words: half, fourths/ quarters, fraction</p> <p>NEW Use numerals to describe halves or <u>fourths of an object</u> (Objective 2.3.27)</p>	





Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.	
Benchmarks and Illustrative Examples		NSC Attainment Targets and Objectives
<p>(a) $\frac{\quad}{\quad}$ Or $\frac{\quad}{\quad}$ b) $\frac{\quad}{\quad}$ or $\frac{\quad}{\quad}$ How do you know?</p> <p>5. Write the fraction to tell what part is shaded?</p> <p> $\frac{\square}{\square}$</p> <p>6. Write the number name for _____</p> <p>(b) $\frac{\quad}{\quad}$ _____</p>		(Note: AT & Objectives are on previous page)




Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	<p>Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.</p>	
Benchmarks and Illustrative Examples	NSC Attainment Targets and Objectives	
<p>Benchmark 1.1.7</p> <p>Identify the value of notes and coins in the Jamaican currency and apply these values to the use of money to everyday situations such as purchases.</p> <p>Illustrative Examples</p> <ol style="list-style-type: none"> 1. Dawn has a \$100 note and wants to exchange it for \$10 coins. How many \$10 coins should she get? (This could be changed to b) a \$50 note c) a \$20 coin) 2. What is the total value of the notes and coins shown? <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>AT-5 Demonstrate an understanding of the use and value of money</p> <p>Objectives</p> <p>1.5.1 Identify various Jamaican coins - \$1, \$5, \$10, \$20 and notes - \$50, \$100,</p> <p>1.5.1 B Establish equal values of different combinations of notes or coins e.g. show \$50 as \$20, \$10 etc.</p> <p>1.5.2 <i>Extended:</i></p> <p style="padding-left: 40px;">Tell or show the worth/value of any set of coins and notes when shown actual or pictures of them.</p>	



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.
Benchmarks and Illustrative Examples	NSC Attainment Targets and Objectives
<p>Benchmark 1.1.8</p> <p>Identify simple mathematical symbols and use these symbols to show comparisons and number operations.</p> <p>Illustrative Examples</p> <ol style="list-style-type: none">Paula's roses. Two are spoilt and have to be thrown away? Complete the number sentence.  <ol style="list-style-type: none">Fill in the missing symbols to make these true<ol style="list-style-type: none">$6 \quad 3 = 9$$17 \quad 10 = 7$I have 50 mangoes, John gives me 10 more, I now have 60 mangoes in all.	<p>AT-4 Use mathematical symbols for comparison and decision making.</p> <p>Objectives</p> <p>1.4.1 a <i>Extended:</i> Use '+' and '=' to write addition sentences suggested by the joining of sets.</p> <p>1.4.1 b <i>Extended:</i> Use '-' and '=' to write subtraction sentences suggested by the partitioning of sets.</p> <p>1.4.2 Use the = and \neq symbols to identify correct or incorrect addition and subtraction facts.</p>



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.	
Benchmarks and Illustrative Examples	NSC Attainment Targets and Objectives	
Complete the number sentence to show the information given. 50 <input type="text"/> 10 = <input type="text"/>	1.4. 3 Use < and >, = in making comparisons	



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<p>Benchmark 1.1.9</p> <p>Compute with whole numbers quickly and accurately; use these skills to find answers or to make decisions in realistic (problem) situations.</p> <p><i>a) Model the number operation: addition, and add whole numbers up to sum 99.</i></p> <p>Illustrative Examples</p> <ol style="list-style-type: none"> Suppose that the student knows $6 + 5 = 11$ then the student should also know that $5 + 6 = 11$; and that $11 - 6 = 5$; $11 - 5 = 6$; (these are called related facts). If the child knows that $7 + 3 = 10$ then he/she should be able to reason that $7 + 4 = 11$, because $7 + 4$ is 1 more than $7 + 3$. Give the child a number say 19 then ask questions such as: <ol style="list-style-type: none"> Which number is 1 more than 19? Which is 1 less than 19? 	<p>AT-3 Use the basic operations with numbers and number patterns</p> <p>Objectives</p> <p>1.3.1 Join two sets into one set having as many as ten members and show the relationship between the two sets using a number sentence.</p> <p>1.3.11 Associate the joining of two sets with addition.</p> <p>1.3.15 Associate the addition of three numbers with the joining of three sets</p> <p>1.3.2 Know the “one more than” facts.</p> <p>1.3.3 Know the “one less than” facts.</p> <p>1.3.4 Know up to “make ten facts.”</p> <p>1.3.5 Know the “doubling facts”.</p> <p>1.3.14 Memorize and recall addition facts up to a sum of a) 10 (at least), b) 18</p>	



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.	
Benchmarks and Illustrative Examples		NSC Attainment Targets (AT) and Objectives
<p>c) Which number when doubled and 1 is added to it will give you 19?</p> <p>d) How many tens and ones are there in 19?</p> <p>e) What number must be added to 19 to give you 19?</p> <p>4. Which combinations of three different whole Numbers, greater than zero, have a sum of 10?</p> <p>5. Jaaziel has 22 stickers, his brother gave him 34 more.</p> <p>a) Which operation should he used to find out how many he now has?</p> <p>b) How many does Jaaziel have in all?</p> <p>c) Show the commutative property of the two numbers</p> <p>6. Use knowledge of number facts to solve the following</p> <p>a) $5 + 4 + 6 =$ b) $3 + 9 + 1 + 7 =$</p>		<p>NEW 2.3.12 Add zero to any number</p> <p>1.3.16 Add two 2-digit numbers or one 2-digit and one 1-digit number, without renaming, horizontally or vertically.</p> <p>1.3. 12 Use addition facts when solving problems stated orally</p> <p>1.3.13 Show pairs of related addition facts (commutative property) $5 + 3 = 8$, $3 + 5 = 8$ as suggested by a picture.</p> <p>1.3.22a Use (understand) the inverse relationship between addition and subtraction (e.g. $7 + 3 = 10$, $10 - 3 = 7$)</p> <p>1.3.21 a Distinguish between problems given orally which suggest addition and those which suggest subtraction.</p> <p>1.4.5a Use a number line to model addition and use this to solve problems.</p>






Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.	
Benchmarks and Illustrative Examples		NSC Attainment Targets (AT) and Objectives
<p>Benchmark 1.1.9</p> <p>Compute with whole numbers quickly and accurately; use these skills to find answers or to make decisions in realistic (problem) situations.</p> <p><i>b) Model the number operation: subtraction, and subtract whole numbers from sum 99.</i></p> <p>Illustrative Examples</p> <ol style="list-style-type: none"> Amy has ten fingers of ripe bananas. She used four of them to make some fritters. How many bananas she has left? Write a number sentence to show the information. Write the related facts for $10 - 6 = 4$. 9 kittens were waiting for their dinner. 4 got sleepy and went to bed. How many are still waiting? Write the numeral that tells the number on each dog's kennel. 		<p>AT-1 Demonstrate an understanding of the ideas of sets.</p> <p>Objectives</p> <p>1.1.8 Partition a set with two to ten members into two sets.</p> <p>1.1.9 Discover and show the number for a whole set and each of its two parts.</p> <p>1.3.17 Remove a part from a set of ten or fewer numbers, tell the number of the remaining part, and write a number sentence to show the relationship between the sets.</p> <p>1.3.18 Associate the removal of a part of a set with subtraction.</p> <p>1.3.19 Apply the relationship learnt in joining and separating sets in picture situations.</p>



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.	
Benchmarks and Illustrative Examples		NSC Attainment Targets (AT) and Objectives
 <p>The number on Diamond's kennel is 5 less than 9</p>  <p>The number on Randy's kennel is 6 more than 10</p>  <p>The number on Spyke's kennel is 4 less than 12</p> <p>4. There are 6 humming birds.</p>		<p>1.3.22 b Use the inverse relationship between addition and subtraction (E.g. $7+3 = 10$, $10-7 = 3$, $10-3=7$).</p> <p>1.3.23 Separate a set of objects into three parts and show the relationship between the three sets.</p> <p>NEW 2.3.13 Subtract zero from any number of objects and subtract to get zero.</p> <p>1.3.20 Memorize and show subtraction facts from a maximum sum of ten (e.g. $9 - 2 = 7$ and $9-7 = 2$).</p> <p>1.4.5b Use a number line to model subtraction and use this to solve problems.</p>



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	<p>Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.</p>	
Benchmarks and Illustrative Examples		NSC Attainment Targets (AT) and Objectives
<p>There are 5 robins.</p> <p>There are 4 parrots.</p> <p>a. Write a number sentence to match the information given.</p> <p>b. How many birds in all? _____</p> <p>c. How many more hummingbirds than parrots?</p>		<p>1.3.21b Distinguish between problems given orally which suggest addition and those which suggest subtraction.</p>
<p>Benchmark 1.1.9</p> <p>Compute with whole numbers quickly and accurately; use these skills to find answers or to make decisions in realistic (problem) situations.</p> <p><i>c) Add and subtract amounts of money and measures</i></p> <p>Illustrative Examples</p>		<p>AT- 5 Demonstrate an understanding of the use and value of money</p> <p>Objective</p> <p>1.5.3 Solve simple word problems, including the use of money.</p>



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - NUMBER	
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems, the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<ol style="list-style-type: none">1. I had \$12 and dad gave me half of what I had. Write a number sentence to match the statement and say how much money I now have.2. Sandy says that $\\$25 - \\$5 = \\$30$. Is she correct? Explain.3. I have \$14. How much more do I need to save to have \$20?		



Ministry of Education, Youth & Information

Grade 1 Mathematics Content Standard - Measurement

GRADE 1	MATHEMATICS CONTENT STANDARD - MEASUREMENT
STANDARD 2	Students will use non-standard and/or standard metric (SI) units, instruments, and procedures; to estimate and measure quantities of different attributes, and to compute and solve problems.
Benchmarks and Illustrative Examples	NSC Attainment Targets and Objectives
<p>Benchmark 1.2.1 Estimate and measure distance</p> <p>Illustrative Examples</p> <ol style="list-style-type: none"> 1. Give each child an object and some different sizes paper clips. Have students estimate about how many paper clips it will take to measure the object. Allow students to record their estimates. Have students measure their objects and compare with the estimates. 2. Have students look at objects and tell which is longer /shorter. 3. Given a set of objects have students order them from shortest to longest or vice versa. 4. Have child trace their feet on plain paper, then tear/cut them out. Compare each foot print. 	<p>AT-6 Estimate, compare and use various types of measurements</p> <p>Objectives</p> <ol style="list-style-type: none"> 1.6.1 Describe distances (lengths, heights, etc.) Using words: thick, thin, tall, long, short, near far, narrow, wide, thick, correctly and use their attributes to group objects. 1.6.2 Tell the a) longer /shorter, b) taller/shorter, of two objects when placed side to side, or in any setting (use different orientations and positions). 1.6.3 Identify objects which are just as long, tall etc. as another.



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - MEASUREMENT
STANDARD 2	Students will use non-standard and/or standard metric (SI) units, instruments, and procedures; to estimate and measure quantities of different attributes, and to compute and solve problems.
Benchmarks and Illustrative Examples	NSC Attainment Targets and Objectives
<p>5. Show children a metre rule. Have students list classroom items that they can measure using a metre rule.</p> <p>6. Name the tool that can be used to measure</p> <ul style="list-style-type: none">ï How long an object isï How tall a person isï How wide an object is <p>7. Name the best tool to measure how long a car is</p> <p>8. Name an object that would measure less than a metre.</p>	<p>1.6.4 Measure the lengths of various objects using string, steps, hand span, strips of cardboard and other informal unit measures.</p> <p>1.6.5 Recognize a metre stick, ruler or tape measure and associate it with the measurement of length (distance).</p> <p>1.6.6 Recognize the word 'metre' and associate it with its length.</p> <p>1.6.7 Identify objects longer than shorter than, or about 1 metre, 2 metres, 3 metres etc. in length.</p> <p>1.6.8 Record measurements (the lengths and other distances of various objects) in metres.</p> <p>1.6.9 Estimate length of objects to the nearest half of a unit (metre).</p> <p>2.6.13 Identify distances best measured in metres.</p>



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - MEASUREMENT	
STANDARD 2	Students will use non-standard and/or standard metric (SI) units, instruments, and procedures: to estimate and measure quantities of different attributes, and to compute and solve problems.	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<p>Benchmark 1.2.2</p> <p>Estimate and measure time</p> <p>Illustrative Examples</p> <ol style="list-style-type: none"> 1. Have children examine the classroom time table. Note the activities that last for <i>an hour, less than an hour and more than an hour.</i> 2. Have students make a list of activities that can last for half an hour. 3. Have children listen for the time in this rhyme. <i>Hickory, dickory, dock</i> <i>The mouse ran up the clock.</i> <i>The clock struck one</i> <i>The mouse ran down.</i> <i>Hickory, dickory, dock</i> 	<p>AT-6 Estimate, compare and use various types of measurements</p> <p>Objectives</p> <p>1.6.10 Tell the time (reads the clock) on the hour and half hour</p> <p>1.6.11 Show time on a clock (face) given that time orally.</p> <p>1.6.12 Associate time with events during a day</p> <p>1.6.14 Identify the months of the year and the days of the week (use the focus on the sequential nature of time)</p> <p>1.6.13 Associate month with events such as school activities, holidays, birthdays etc.</p>	



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - MEASUREMENT
STANDARD 2	Students will use non-standard and/or standard metric (SI) units, instruments, and procedures: to estimate and measure quantities of different attributes, and to compute and solve problems.
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives
<p>Have them recognize that “the clock struck one” means 1 o’clock. Repeat the rhyme and activity, substituting other times for 1 o’clock.</p> <p>5. Have children practice setting time on the hour. For example, it is now 10 o’clock, 1 hour later we have mathematics, show the current time on your clock</p> <p>6. Have children set time on the half an hour. Have them note the positions of the minute hand and the hour hand. Help students to see the half of the clock face as the half of the circle.</p> <p>7. Write the time that comes next. 2 o’clock, 3 o’clock, 4 o’clock, _____, _____ 11 o’clock, 12 o’clock, _____, _____</p> <p>8. Why is the hour hand between 7 and 8 when it is 7:30?</p>	<p>1.6.15 Use a calendar in class and refer to it at appropriate times. (2.6.1 ext. Read a calendar to tell a) the month, b) day of the week)</p> <p>NEW Know that there are a) 12 months in a year, b) seven days in a week</p> <p>1.6.16 Use estimation in comparing time spent on various activities (hour, half hour).</p>



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - MEASUREMENT	
STANDARD 2	Students will use non-standard and/or standard metric (SI) units, instruments, and procedures: to estimate and measure quantities of different attributes, and to compute and solve problems.	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
9. Display the current month on the year. Have children identify various days, weeks on the calendar month. How many days are left? On which day is the 1 st of the next month? The last day of the month before? 10. Help children fill in the days on a calendar month by putting in the 1 st few days.		




Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - MEASUREMENT
STANDARD 2	Students will use non-standard and/or standard metric (SI) units, instruments, and procedures; to estimate and measure quantities of different attributes, and to compute and solve problems.
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives
<p>Benchmark 1.2.3</p> <p>Estimate and measure liquid capacity or volume</p> <p>Illustrative Examples</p> <ol style="list-style-type: none">1. Provide 3 containers of different sizes and shapes; sand or rice and measuring cups. Have them estimate then investigate to find out which container will hold the most/ the least. How many cups will it hold?2. How can you tell if a container holds more than or less than a litre?3. Which would you take a cup of milk or a litre of milk to share with yourself and two friends? Explain.	<p>AT-6 Estimate, compare and use various types of measurements</p> <p>Objectives</p> <p>1.6.17 Tell how many of a small container will fill a large container.</p> <p>1.6.18 Recognize a a) teaspoon, b) measuring cup and know that these measure the amounts of liquid.</p> <p>1.6.19 Use the litre measure to tell which container holds a) more than, b) less than, c) the same amount as 1 litre, 2 litres, 3 litres etc.</p>





Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - MEASUREMENT
STANDARD 2	Students will use non-standard and/or standard metric (SI) units, instruments, and procedures; to estimate and measure quantities of different attributes, and to compute and solve problems.
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives
<p>4. Sam drank a cup of milo. Did he drink less than or more than a litre?</p> <p>5. Rhonda waters the garden. Did she use more than or less than a litre?</p> <p>6. Which is best used to measure the amount of medicine to be taken, a teaspoon or a cup?</p> <p>7. Which is the best estimate of how much water the fish tank holds? 1 litre or 10 litres</p> 	<p>NEW 2.6.20 Identify quantities in everyday life which are measured in litres.</p> <p>1.6.20 Use estimation exercises in comparing amounts of liquids.</p>



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - MEASUREMENT	
STANDARD 2	Students will use non-standard and/or standard metric (SI) units, instruments, and procedures; to estimate and measure quantities of different attributes, and to compute and solve problems.	
Benchmarks and Illustrative Examples		NSC Attainment Targets (AT) and Objectives
<p>Benchmark 1.2.4</p> <p>Estimate and measure mass.</p> <p>Illustrative Examples</p> <ol style="list-style-type: none"> 1.  Ask children how many cubes they think it will take to balance a mango. 2. Discuss what happens to the scale when one object is lighter than the other. 3. Number the animals/objects from lightest to heaviest. Use 1 for lightest and 4 for heaviest. <ol style="list-style-type: none"> a.  b. truck, car, motor bike, bus 4. Which is best measured in kilograms, a baby or five paper clips? 		<p>AT-6 Estimate, compare and use various types of measurements</p> <p>Objectives</p> <p>2.6.4 Compare the mass of different objects with the mass of a given object.</p> <p>1.6.1m Describe objects using heavy, light correctly.</p> <p>NEW Know the lighter or heavier of two objects on a balance (actual or pictures of)</p> <p>NEW Identify objects in everyday life that are measured in kilograms / or using a scale/balance.</p>






Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - MEASUREMENT	
STANDARD 2	Students will use non-standard and/or standard metric (SI) units, instruments, and procedures; to estimate and measure quantities of different attributes, and to compute and solve problems.	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
	1.6.21	Use estimation exercises in comparing mass.
<p>Benchmark 1.2.5</p> <p>Understand the concept, estimate and measure temperature, and use these to solve related everyday problems.</p> <p>Illustrative Examples</p> <ol style="list-style-type: none"> 1. Display a thermometer and discuss that it is used to measure the temperature of how hot or cold something is. Draw their attention to the red line noting how it goes up as the temperature gets hotter. 2. Match the tool that best measures the following 	<p>AT-6 Estimate, compare and use various types of measurements</p> <p>Objectives</p> <p>NEW 2.6.9 Identify the thermometer and associate it with experiences of hot, cold, warm and cool.</p>	







Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - MEASUREMENT	
STANDARD 2	Students will use non-standard and/or standard metric (SI) units, instruments, and procedures; to estimate and measure quantities of different attributes, and to compute and solve problems.	
Benchmarks and Illustrative Examples		NSC Attainment Targets (AT) and Objectives
How long is it?		
How heavy is it?		
How cold is it?		









Ministry of Education, Youth & Information

Grade 1 Mathematics Content Standard – Geometry

GRADE 1	MATHEMATICS CONTENT STANDARD - GEOMETRY	
STANDARD 3	Students will apply geometric concepts (points, paths, lines, shapes) to reason about objects and space in the environment.	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<p>Benchmark 1.3.1</p> <p>Explore ideas of points, paths, lines, and shapes and relate these to objects in the environment.</p> <p>Illustrative Examples</p> <ol style="list-style-type: none"> 1. Have students use drinking straws to model the basic geometric shapes. 2. Have children compare the shapes. 3. Given pre-cut geometric shapes have children make animals of their choice with them. 4. Which of these shapes are man-made? <div style="display: flex; justify-content: space-around; align-items: center;">     </div>	<p>AT-7 Explore paths and/or shapes in the environment and relate basic mathematical shapes to everyday life.</p> <p>Objectives</p> <p>1.7.1 Observe and draw natural shapes (e.g. tree, sun, rock, hill, man...)</p> <p>1.7.2 Observe and draw man-made shapes (e.g. roof, window, bat, ball, book, ruler...).</p> <p>1.7.4 Model basic shapes: triangle, rectangle, square, circle using modeling clay (e.g. <i>Plasticine</i>) or similar medium.</p>	

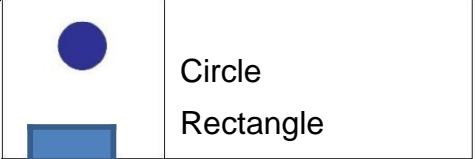


Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - GEOMETRY							
STANDARD 3	Students will apply geometric concepts (points, paths, lines, shapes) to reason about objects and space in the environment.							
Benchmarks and Illustrative Examples		NSC Attainment Targets (AT) and Objectives						
<p>Benchmark 1.3.2</p> <p>Identify, describe and name shapes seen in the environment</p> <p>Illustrative Examples</p> <ol style="list-style-type: none"> How is a circle different from other geometric shapes? Which two plane shapes/geometric shapes look most similar? <table border="1" data-bbox="311 1107 776 1465"> <thead> <tr> <th data-bbox="311 1107 471 1177">Shape</th> <th data-bbox="471 1107 776 1177">Names of Shapes</th> </tr> </thead> <tbody> <tr> <td data-bbox="311 1177 471 1303">  </td> <td data-bbox="471 1177 776 1303">Square</td> </tr> <tr> <td data-bbox="311 1303 471 1465">  </td> <td data-bbox="471 1303 776 1465">Triangle</td> </tr> </tbody> </table>		Shape	Names of Shapes		Square		Triangle	<p>AT-7 Explore paths and/or shapes in the environment and relate basic mathematical shapes to everyday life.</p> <p>Objectives</p> <p>NEW Tell similarities and differences seen in the shape of objects in the environment</p> <p>1.7.5. Identify and name (orally) geometric shapes: circle, square, rectangle, triangle, observed in the environment.</p> <p>NEW Describe a shape by noting the type of sides (straight or curved), the number of sides, the number of corners.</p> <p>NEW Know words (orally): triangle, square, rectangle, circle, and associate them with the appropriate shape.</p> <p>1.7.3 Use any simple shape to make patterns by repetition (ink blobbing, potato printing, tessellation)</p>
Shape	Names of Shapes							
	Square							
	Triangle							



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - GEOMETRY	
STANDARD 3	Students will apply geometric concepts (points, paths, lines, shapes) to reason about objects and space in the environment.	
Benchmarks and Illustrative Examples		NSC Attainment Targets (AT) and Objectives
 <p>Circle Rectangle</p>		



Ministry of Education, Youth & Information

Grade 1 Mathematics Content Standard – Algebra

GRADE 1	MATHEMATICS CONTENT STANDARD - ALGEBRA	
STANDARD 4	Students will use symbols and variables to reason about number relationships, to solve problems, and make decisions.	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<p>Benchmark 1.4.1</p> <p>Write simple mathematical sentences with a box, (blank, and a letter of the English alphabet or any other symbol) to represent unknown amounts, in problem situations stated in diagrams or words.</p> <p>Illustrative Examples</p> <p>Write the missing numbers to make the sentences true.</p> <p>1. * + 5 = 6</p> <p>2. 6 • • = 4</p> <p>Ajani had 6 pens and his Sister Ava-lee gave him 3 more. How many does he have now? Write the mathematical sentence then solve.</p>	<p>AT-8 Demonstrate the use of variables in mathematical sentences.</p> <p>Objectives</p> <p>1.8.1Mod. Use and understand the use of symbols to represent unknown numbers in mathematical phrases or sentences</p> <p>AT-4 Use mathematical symbols for comparison and decision making</p> <p>1.4.4 Write number sentences corresponding to problem situations described in words or a diagrams.</p>	



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - ALGEBRA	
STANDARD 4	Students will use symbols and variables to reason about number relationships, to solve problems, and make decisions.	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<p>Benchmark 1.4.2</p> <p>Find the number the symbol represents to make a mathematical sentence true (box, blank, and a letter of the English Alphabet or any other symbol).</p> <p>Illustrative Examples</p> <ol style="list-style-type: none">1. What must be added to 3 to make 10?2. $n + n = 10$, what is n?3. $b - 2 = 5$, what is b?4. I am an even number, when you double me you get 8. What number am I?	<p>AT-3 Use the basic operations with numbers and number patterns</p> <p>Objective</p> <p>1.3.24 Use known addition/subtraction facts to complete number sentences with unknown numbers.</p> <p>AT-8 Demonstrate the use of variables in mathematical sentences.</p> <p>Objective</p> <p>1.8.2 Solve simple 'n-sentences' e.g., $6 + n = 10$, what is n?</p>	



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - ALGEBRA	
STANDARD 4	Students will use symbols and variables to reason about number relationships, to solve problems, and make decisions.	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<p>Benchmark 1.4.3</p> <p>Evaluate a mathematical (number) sentence to tell whether or not it is true.</p> <p>1. Write TRUE or FALSE.</p> <p>a. $3 + 3 = 5$ _____</p> <p>b. $10 - 1 = 9$ _____</p> <p>c. When you double 7 and take away 4 you are left with 9 _____</p> <p>2. Fill in the missing symbols to make the sentences true?</p> <p>a. $7 \quad \square \quad 3$</p> <p>b. $5 \quad \square \quad 9$</p> <p>c. $6 \quad \square \quad 6$</p> <p>3. Use $=$, \neq to make these mathematical sentences true.</p> <p>a. $8 \square \quad 9$</p>	<p>AT-4 Use mathematical symbols for comparison and decision making</p> <p>NEW Tell whether or not a mathematical sentence is appropriate to the grade level with symbols $+$, $-$, $=$ is true or false, e.g.,</p> <p>Is $7 + 5 = 12$ true?</p> <p>1.4.3 Tell whether a mathematical sentence with symbols $>$, $<$ is true or false.</p> <p>NEW Compare number expressions and insert the appropriate symbol, $>$, $<$ to make it true.</p>	



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD - ALGEBRA	
STANDARD 4	Students will use symbols and variables to reason about number relationships, to solve problems, and make decisions.	
Benchmarks and Illustrative Examples		NSC Attainment Targets (AT) and Objectives
b. $4 + 2 \square 2 + 4$		NEW Insert symbols =, \neq to make mathematical sentences true.



Ministry of Education, Youth & Information

Grade 1 Mathematics Content Standard – Statistics and Probability

GRADE 1	MATHEMATICS CONTENT STANDARD – STATISTICS AND PROBABILITY	
STANDARD 5	The student will collect, organize, display and interpret data to find solutions and/or make decisions in practical situations, and understand and apply basic concepts of probability.	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<p>Benchmark 1.5.1 Collect, organize, and present data</p> <p>Illustrative Examples</p> <ol style="list-style-type: none"> 1. Have children carry out an in class survey. For example, ‘What kind of pet do you have?’ Or “What kind of pet would you like to have?” 2. Record the survey results on a picture graph on chart/board. 3. Have them discuss the graph. For example, 	<p>AT-9 Collect, organize and interpret information in practical situations and use simple probability language.</p> <p>Objectives</p> <p>1.9.1 Collect, sort and group data.</p> <p>1.9.2 Use attributes closely related to the students to classify data (e.g. Number of boys / girls, clothing, number of pencils, birthdays, heights in terms of tall or short).</p> <p>1.9.4 Construct simple tables, pictographs, and bar graphs using strokes, numbers, and pictures of objects to represented items.</p>	



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD – STATISTICS AND PROBABILITY	
STANDARD 5	The student will collect, organize, display and interpret data to find solutions and/or make decisions in practical situations, and understand and apply basic concepts of probability.	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<p>a) How many different types of pets does the class have?</p> <p>b) Which pet is the most popular?</p> <p>c) How many more cats than dogs?</p> <p>4. Have child discuss the line plot.</p> <p>5. Have students create a line plot to show how many of them were born in a particular month.</p> <p>6. Have students name and label the line plot.</p> <p>7. After completing the graph, discuss the mode and range.</p>		



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD – STATISTICS AND PROBABILITY	
STANDARD 5	The student will collect, organize, display and interpret data to find solutions and/or make decisions in practical situations, and understand and apply basic concepts of probability.	
Benchmarks and Illustrative Examples		NSC Attainment Targets (AT) and Objectives
<p>Benchmark 1.5.2</p> <p>Interpret data presented in simple tables, bar graphs, and pictographs</p> <p>Illustrative Examples</p> <ol style="list-style-type: none"> 1. Have students write and count the number of letters in their first names. 2. Guide students to colour in the appropriate box for his or her number of letters on the prepared bar graph “Number of Letters in Our Names” 3. Have children use a different colour for each letter. 4. Have children discuss and draw conclusion about the data. <ol style="list-style-type: none"> a. What information does the bar graph tell you? b. How many letters are in the name/s with the most letters? The fewest? 		<p>AT-9 Collect, organize and interpret information in practical situations and use simple probability language.</p> <p>Objectives</p> <p>1.9.5 Interpret simple graphs without a key</p> <p>NEW Identify details on a graph or chart e.g. how many objects are in each category</p> <p>NEW Make comparisons of categories on a graph a key of 1:1: Tells which category has most, least.</p> <p>1.9.3 Make general statements and draw conclusions based on information collected.</p>



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD – STATISTICS AND PROBABILITY	
STANDARD 5	The student will collect, organize, display and interpret data to find solutions and/or make decisions in practical situations, and understand and apply basic concepts of probability.	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<p>c. How many more letters does the name with the most letters have than those with the fewest?</p> <p>d. Can you tell how many children have 5 letters in their names from the graph? Explain</p>		
<p>Benchmark 1.5.3</p> <p>Understand and apply basic concepts of probability</p> <p>Have children tell which of these occurrences are certain, impossible or maybe.</p> <p>a) The sun will set in the east. b) When I flip a coin I will get the head. c) The first day of the week is always Sunday. d) At least one of your front teeth is missing.</p>	<p>AT-9 Collect, organize and interpret information in practical situations and use simple probability language.</p> <p>Objectives</p> <p>1.9.6 Discuss everyday occurrences as being one of certain, impossible or maybe (use examples relating to their own experiences).</p>	



Ministry of Education, Youth & Information

GRADE 1	MATHEMATICS CONTENT STANDARD – STATISTICS AND PROBABILITY	
STANDARD 5	The student will collect, organize, display and interpret data to find solutions and/or make decisions in practical situations, and understand and apply basic concepts of probability.	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
e) Friday comes before Saturday at all times		

NATIONAL STANDARDS CURRICULUM GUIDE

NSC APPENDICES

NATIONAL STANDARDS CURRICULUM GUIDE

STEM & THE NSC

PERSPECTIVES OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS & THE AESTHETICS

(STEM/STEAM) IN RELATION TO THE NATIONAL STANDARD CURRICULUM (NSC)

INTRODUCTION & BACKGROUND

The integration of theoretical principles that relate to STEM/STEAM Education in the NSC began in June 2014. This move was influenced by recommendations of the STEM Steering Committee that emphasized the need to develop learners who are not just productive, but who would also be innovative Jamaicans. STEM integration was also regarded as one of the strategic long term means of addressing the economic challenges being faced by Jamaica using education as a primary vehicle for the implied transformational change to happen, beginning from short term efforts.

Initial discussions and deliberations promoted an emphasis on STEM rather than STEAM Education. However, critical analysis of the conversations conveyed the perspective of STEM as a collection of related disciplines that all learners should have the opportunity of pursuing, to develop the competencies they offer and as a consequence be able to gain employment or become employers in STEM related areas. As stakeholders from different backgrounds processed their understanding of STEM, new meanings of the concept emerged from the discussions. One was the perspective of STEM as a methodology. There was, however, concern about the exclusion of “A” in STEM. This “A” component however, brought to the discussion, multiple meanings. In some instances, “A” was taken to mean a focus on affective development or affectivity. In other cases, it was used in reference to the Aesthetics as a field and was considered an important component to be included if educators are serious about issues of discrimination, holistic learning and current research on the iterative function of the brain that warrants attention to brain based learning and the role of the Arts in promoting knowledge integration to cater to multiple domains of learning. There was also discontent about neglecting the Performing Arts when related creative industries contribute significantly to economic development. The concern was that the role of the Arts to economic development was being trivialized.

The call for the integration of the Aesthetics or Art forms became more pronounced as STEM took on more national significance. This was supported by research that indicates the importance of the Aesthetics in developing values and attitudes, in promoting holistic learning and in serving as drivers of innovations. By integrating principles from STEM with those from the Arts/Aesthetics, the approach to problem solving would encourage greater appreciation for and reliance on the interdependent nature of knowledge when science and arts intersect. Additionally, STEAM as a methodology encourages the harmonizing of the cognitive and the emotional domains in the problem-solving process.

The concept of STEAM was adopted in 2015, as an integrative approach to education and a methodology that pays attention to the benefits to be derived from the inclusion of the Arts or Aesthetics with STEM related principles. These collective benefits are supported by Jolly (2014), Sousa and Pilecki (2013) and include divergent thinking; differentiated learning; Arts integration; focus on intrinsic motivation and informed decision-making.

PERSPECTIVES OF STEM/STEAM IN THE CONTEXT OF THE NSC

In the context of the NSC, STEM/STEAM is used in a number of ways. These include:

STEM/STEAM as an integrative learning approach and methodology in facilitating learning. This perspective places emphasis on STEM/STEAM as a means of helping learners become creative or innovative problem solvers and lifelong learners who rely on scientific principles (laws and theories) to address issues/concerns or to deal with observed phenomenon that are puzzling for them or that inspire interest. As an approach, the focus is on solving problems based on principles. As methodology, the focus is on the system of practical procedures to be used to translate principles into the problem -solving processes or to choose from available problem- solving models.

STEM/STEAM as an Experiential-Vocational Learning Framework that is based on problem solving through the project-based approach. Emphasis is placed on solving real life problems in a context that requires learners and their facilitators to observe work-based principles. The primary purpose for this focus is for learners to: (i) become employable (ii) prepare for further education and/or for occupational or work readiness.

STEM as types of institutions in which learning is organized as a **meta-discipline** as described by Morrison and Bartlet (2009). Based on this perspective, STEM facilitates the demonstration of knowledge in a manner that removes the boundaries of each discipline for application to problem as would be practised in the real world.

IMPLICATIONS OF PERSPECTIVES OF STEM/STEAM IN LIGHT OF THE NSC

Since the NSC is based on Constructivism principles, STEM/STEAM as an approach and methodology, has to be established on post-positivistic thinking. From this position, STEM/STEAM influences the kind of practice that promotes collaboration, negotiation of meaning and openness to scrutiny.

The NSC developers selected a Constructivist approach that included the **deliberation, designing and development** stages of the curriculum process. Evidence of the influence of Constructivism can be seen the NSC Framework Document that conveys the following emphasis:

- (i) **The element of objectives** is presented in two forms; firstly as **Learning Objectives** to focus attention on process and experience rather than product. Secondly as **Learning Outcomes** that serve as some of the outputs of the process. They include the basic understandings, skills and dispositions anticipated from learners' engagement in the planned experiences.
- (ii) **The element of content** is treated as contexts for learners to think critically, solve problems creatively while developing their identity as Jamaicans. Content is not expected to be treated as disciplines to be mastered but as areas that contribute knowledge, skill sets and attitudes that form the composite of competencies to be acquired from their integration in the learning situations.
- (iii) **The element of learning experiences (method)** is presented as a set of learning activities that serves as a source of problems to be addressed as a part of the learning process. These real-life activities provide the scope of knowledge, skills and required dispositions or character traits for learners to make sense of that aspect of life or the world that they represent. They are the threads that connect all the other elements of the curriculum and allow for the integration of STEM/STEAM in the following ways:
 - Identification of activities that are presented as problems to be solved using the STEM/STEAM approach based on contextual

- ☐ Integrating activities to form a real problem to be solved as a short, medium or long term project to which the project based learning would be applied.
 - ☐ The examination of learning activities by learners and teachers as co-learners through multiple lenses using content of science, technology, mathematics and the humanities that they have already explored to engage in the problem identification and definition processes.
 - ☐ Extending learning in the formal setting to the informal by connecting co-curricular initiatives that are STEM/STEAM based that learners are undertaking at the institutional level through clubs and societies, as whole school projects or in partnership with external stakeholders.
 - ☐ Using the learning activities to review STEM/STEAM initiatives that form a part of the informal curriculum to and for reflection on action.
 - ☐ Using activities as springboards for reflecting on career or occupational interest in STEM/STEAM related areas.
- (iv) **The element of evaluation** is communicated in two major ways; firstly as prior learning which serves diagnostic purpose and secondly as an on-going developmental process. This formative focus is indicated by the inclusion of explicitly stated assessment criteria that are to be used alongside the learning activities. The use of assessment criteria as counterparts of the learning activities also indicates that assessment is learner centred since it is serving developmental rather than promotional purpose and as a consequence, allows learners to self-correct as they use feedback to develop feed-forward capabilities. Evidence of learning, based on the learning outcomes, can be collected from various types of assessment methods that emphasize the learner centred constructivist orientation. This brings to the fore the need for serious consideration to be given to **differentiation in assessment** for fairness and credibility of claims about learners' capabilities and to inform decisions that will impact their educational journey.

In general, this integrated approach, which is the context of STEAM, is aimed at improving the quality of the educational experience for learners while influencing the achievement of the aims of education that relate to productivity and creativity as part of the profile of the Jamaican learner.

REFERENCES

1. Jolly, A. (2014). *STEM vs. STEAM: Do the Arts belong?* Retrieved from: <http://www.edweek.org/tm/articles/2014/11/18/ctg-jolly-stem-vs-steam.html>
2. Morrison, J., Raymond, V. & Barlett, B. (2009). *STEM as a curriculum: An experiential approach*. Retrieved from: <http://www.edweek.org/ew/articles/2009/03/04/23bartlett.h28.html>
3. Sousa, D., Pilecki, T. (2013). *STEM to STEAM: Using brain compatible strategies to integrate the Arts*. London: SAGE Publications Ltd.
4. Trochim, Williams, M.K., (2006). Positivism & post-positivism. Web Centre for Social Research Methods. Retrieved from: <http://www.socialresearchmethos.net/kb/positivism.php>

NATIONAL STANDARDS CURRICULUM GUIDE

NSC THE 5Es

The 5Es Overview: “The 5E Learning Cycle”

What is a 5E Learning Cycle?

This model describes an approach for facilitating learning that can be used for entire programmes, specific units and individual lessons. The NSC supports the 5E constructivist learning cycle, as it places emphasis on the processes that may be used to help students to be personally involved in the learning situation as they are guided to build their own understandings from experiences and new ideas.

5E Instructional Model



Figure 1. Illustrating one version of the 5E model that conveys the role of evaluation as an interconnecting process that is at the core of the learning experience.



Figure 2, illustrating a cyclical perspective of the model with each process being given similar emphasis in contributing to the learning experience on a whole

EXPLANATION OF THE INSTRUCTIONAL MODEL

What are the 5Es?

The 5Es represent five key interrelated processes that provide the kind of learning experiences for learners to experience the curriculum or planned learning episodes: **Engage, Explore, Explain, Extend** (or **Elaborate**), and **Evaluate**.

ENGAGE: The purpose of the **ENGAGEMENT** dimension is to help students to be ready intellectually, socially, emotionally etc. for the session. Attention is given to the students' interests and to getting them personally involved in the lesson, while pre-

assessing prior understandings, attitudes and/or skills. During the experience, students first encounter and identify the instructional task and their roles and responsibilities. During the **ENGAGEMENT activity**, students make connections between past and present learning experiences, setting the organizational groundwork for upcoming activities. The engagement activity may be used to (a) help student unearth prior knowledge (b) arouse their curiosity (c) encourage students to ask questions as a sign that they have wonderments or are puzzled.

EXPLORE: The purpose of the **EXPLORATION dimension** is to get students involved in solving a real problem that is based on a selected context. **EXPLORATION** provides them with a chance to build their own understanding of the phenomenon being investigated and the attitude and skills involved for arriving at a workable solution. In exploring the students have the opportunity to get directly involved with the phenomenon and materials. As they work together in learning teams or independently, the need to share and communicate becomes necessary from the experiences. The teacher functions as a facilitator, providing materials, guarding against obstacles to learning and guiding the students to operate based on agreements. The students become inquirers and co-owners of the learning process. In exploring, they also ask questions, formulate hypothesis, search for answers or information/data, reflect with others, test their own predictions and draw conclusions.

EXPLAIN: The purpose of the **EXPLANATORY dimension** is to provide students with an opportunity to assess their thinking and to use intellectual standards as critical thinkers to communicate their perspectives and/or the meaning of the experiences. They rely on communication tools and their skills as Language users to: (a) organize their thoughts so that they are clear, relevant, significant, fair, accurate etc. (b) validate or affirm others (c) self-motivate. Reflection also occurs during the process and may cause students to adjust

their perspective or justify their claims and summarise the lessons being learned. Providing explanations contributes to vocabulary building and self-corrective actions to deal with misconceptions that they become aware of from feedback of their peers and/or their facilitator.

EXTEND: The purpose of this dimension is to allow students to use their new knowledge and continue to explore its significance and implications. Students work independently or with others to expand on the concepts and principles they have learned, make connections to other related concepts and principles within and/or across disciplines, and apply their understandings in new ways to unfamiliar situations.

EVALUATE: The purpose of the EVALUATION dimension is for both students and facilitator to determine progress being made or the extent to which learning has taken place based on the stated objectives or emergent objectives. EVALUATION is treated primarily as an on-going diagnostic and developmental process that allows the learner to become aware of gaps to be treated and progress made from their efforts to acquire the competencies that were the focus of the session. Examples of competencies include understanding of concepts, principles and processes and demonstrating various skills. Evaluation and assessment can occur at different points during the learning episode. Some of the tools that assist in this diagnostic and formative process include rubrics, teacher observation log, self-inventories, peer critique, student interviews, reflective presentations, displays/expositions, portfolios, performances, project and problem-based learning products. Analysis of reflections, video recordings are useful in helping students to determine the depth of their thinking and understanding and the objectives they have or have not achieved.

Who developed the 5E model?

The Biological Science Curriculum Study (BSCS), a team led by Principal Investigator Roger Bybee, developed the instructional model for constructivism, called the "Five Es".

The Link between the 5E model and Types of Learning Activities

The five (5) types of Learning Activities purported by Yelon (1996) can be integrated with the 5E's so as to enrich the teaching and learning process. He noted that every instructional plan should include the following learning activities

1. **Motivation Activities:** Intended to help learners to be ready for the session
2. **Orientation Activities:** Inform students of their roles and responsibilities based the purpose or objectives of a learning episode.
3. **Information Activities:** Allow students to manipulate current knowledge, access/retrieve and generate new ideas
4. **Application Activities:** Allow for the use of knowledge and skills in novel situations
5. **Evaluation Activities:** Allow for reflection, corrective actions and sourcing of evidence to confirm/refute claims about learning.

These activities can be planned to serve one of the purposes of each dimension of the 5E model. For example, ENGAGEMENT may be comprised a Motivation Activity and an Orientation Activity. EXPLORATION and EXPLANATION require an Information Activity, while EXTEND requires an Application Activity. EVALUATION requires the kind of activity that will contribute to the collection of data for assessing and arriving at a conclusion about performance based on stated or expected purpose for which learning is being facilitated.

References

Meegan, G. (2017). *The intellectual standards*. Retrieved from <https://theelementsofthought.org/the-intellectual-standards/>

The 5 E Model (n.d.). Retrieved from <http://tiny.cc/7ogijy>

The 5 E Model (n.d.). Retrieved from <http://tiny.cc/oogijy>

NATIONAL STANDARDS CURRICULUM GUIDE

ATTAINMENT TARGETS

ATTAINMENT TARGETS

GRADE 1

SUBJECTS	ATTAINMENT TARGETS
LANGUAGE ARTS	<p>Speaking and Listening</p> <ul style="list-style-type: none"> ❖ <i>Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</i> ❖ <i>Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit</i> ❖ <i>Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies</i> ❖ <i>Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features</i> <p style="text-align: center;">Reading with Fluency and Recognition</p> <ul style="list-style-type: none"> ❖ <i>Read fluently and with appreciation</i> ❖ <i>Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices</i> ❖ <i>Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</i> ❖ <i>Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words</i> <p style="text-align: center;">Reading for Meaning and Enjoyment</p> <ul style="list-style-type: none"> ❖ <i>Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events</i> ❖ <i>Use deduction and inference to interpret information and ideas and to predict outcomes</i> ❖ <i>Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact</i> ❖ <i>Reflect on and critically respond to literature and other texts, on paper and on screen</i> <p>Reading for Information</p> <ul style="list-style-type: none"> ❖ <i>Research activities on issues and interests by generating ideas and exploring texts using a range of strategies</i>

	<ul style="list-style-type: none"> ❖ <i>Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources</i> <p>Writing: Communication</p> <ul style="list-style-type: none"> ❖ <i>Develop approaches to the writing process to enable them to organise their ideas into a coherent structure including, layout, sections and paragraphs</i> ❖ <i>Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi -media approaches to their writing</i> ❖ <i>Use language and text forms appropriately and with imagination to create vibrant and engaging texts</i> ❖ <i>Write well-constructed paragraphs which have linking sentences within and between them</i> <p>Writing: Language Structure</p> <ul style="list-style-type: none"> ❖ <i>Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC</i> ❖ <i>Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</i> ❖ <i>Use a range of punctuation correctly</i>
<p>MATHEMATICS</p>	<p>AT1a. Know the value of numerals, associate them with their names, numbers, ordinals and use concrete objects to model patterns, expression and numbers</p> <p>AT1b. Use the basic operations, number relationships, patterns, number facts, calculators and appropriate software to compute and estimate in order to solve real world problems involving fractions, percentages and decimals.</p> <p>AT2. Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy.</p> <p>AT3 Explore paths, geometric shapes and space and make generalization about geometric relationships within the environment</p> <p>AT4. Employ algebraic reasoning through the use of expressions, equations and formulae to interpret, model and solve problems involving unknown quantities</p> <p>AT5. Collect, organise, interpret and represent data and make inferences by applying knowledge of statistics and probability.</p>

SCIENCE

- ❖ Begin to explore the environment in order to relate everyday experiences to simple scientific concepts and processes.
- ❖ Begin to understand and apply aspects of the scientific method.
- ❖ Begin to explore selected life processes in humans, the interdependence between living things in the environment, and how lifestyles determine health and well-being in humans.
- ❖ Begin to appreciate the impact of selected human activity and natural phenomena on the environment.
- ❖ Begin to explore the properties of various materials, substances, selected forces and forms of energy through the use of the senses.
- ❖ Begin to demonstrate stewardship for living things and the environment.
- ❖ Begin to demonstrate a positive attitude towards the use of scientific language.
- ❖ Begin to demonstrate positive interpersonal skills in order to foster good working relationships.

NATIONAL STANDARDS CURRICULUM GUIDE

LESSON PLANS

NATIONAL STANDARDS CURRICULUM GUIDE

INTEGRATED STUDIES

Integrated Lesson Plan

Theme: Who AM I?

Focus Question: How do you know me?

Term 1: Date: Subject: Integrated Studies **Duration:** 3 HOURS

Objectives

- Talk about self, using factual expressions. For example,
“I am a boy/girl.”
“I am six/seven years old.”
“I am a Jamaican.”
“I am a handsome/beautiful Jamaican boy/girl.”
- Share personal character traits. For example,
“I am very moody when I feel uncomfortable/unhappy.”
“I like when others say good things about me.”
“I do not enjoy reading aloud to my classmates.”
- Develop a clear and fluent handwriting style.
- Write letters, correctly formed and oriented, using a comfortable and appropriate pencil grip
- Use body percussion effectively to accompany, beat and rhythm of the music
- Write sentences using capital letters and full stop correctly
- Use simple movements associated with jingles/songs to share information about themselves. For example,
“Who is coming next?”
“Those who were born in (month) skip around.”
- Talk about self as part of a family. For example,
“I am an only child.”

“I have one big sister.”

“I have a little brother.”

- Recognize the number names “zero” through “nineteen” and associate them with sets having the corresponding number of members
- Write the numerals zero through nineteen and associate them with the corresponding words
- Identify the months of the year and the days of the week
- Associate month with events such as school activities, holidays, birthdays
- Use a calendar in class and refer to it at appropriate times

Key concepts/ Vocabulary:

Name; male; female; gender; relatives; movement; family; Who am I; What do I look like; What is my name; To which family do I belong; family name /lineage/surname.

Resources/Equipment:

Markers
Cartridge paper

Skills:

- Discuss their identity
- Question, observe and explore Who I am
- Draw portraits
- Paint
- Listen
- Trace letters
- Write name and short sentences

Engage/Starter/ warm up / Introduction:

The Pageant

Stand and introduce themselves to the class, noting their full name; how old they are; to which parish they belong and what is their favourite animal/sporting activity.

Teaching/Learning /Main Activities:

SESSION 1

1. In pairs, children talk about who they are; what they look like; what they like and or don't like; in which parish they live, the name of the country in which they live and in which country were they born. Pairs will then engage in a "Square and Share" activity to share their information. (**Exploration and Explanation**)
2. Have children sing a familiar song about "me". For example, Jesus loves me this I know; I love you/me by Barney; I am a promise. Allow students to personalize the songs by inserting their names in the songs as they sing. Ensure that children use body percussion to the beat and rhythm while they are singing. (**Extension**)
3. Have children select their names from a given pile. Have them talk about their names, what is their first name; what letter it starts with; how many letters are in their first name. Have the same discussion about their surname.
4. Have children colour/ decorate their names. When they are through colouring/ decorating their names play the game "Who is coming next Punchinello little fellow?" Have the children place all the names in a bag. Have a child select and show the selected name to the class. The child whose name it is must identify his or her name after which he or she does an action for the others to imitate.

Exploration/Teaching/Learning /Main Activities:

SESSION 2

1. Have students listen to a story about names. (See Appendix)
2. Children talk about the story. Share in whole group their names and why it is important to have short names.
3. Talk about their family names. Discuss why their family/surnames are important. Talk about how they got their surname. Discuss what would happen at home or at school everyone had the same first and last name.
4. Do a name sort in class. Have the children see if anyone else in the class has either his/her first or last name or names made up of the same letters. Let them solve the problem of what teacher should do so as to know each student differently.
5. Individually, students count and tell the number of letters in their names. Challenge the student to pair with someone else and see who has more/same/fewer letters in their names. Also, let them tell and write how many letters are there altogether in their name.
6. Have children tell, then find and circle their birth month on a calendar.
7. Sing and act out the song *Those who were born in January skip around*.
8. Have children find out the number of students in the class who were born in each month. Have children display the

information gathered on a chart using whatever method they choose.

Evaluation:

Students write at least one sentence in their journal about what they learned from the lesson.

Note to teachers:

Those students who cannot write their own sentence should be given the opportunity to see their own sentence written down so that they can copy the same.

Appendix

ACTIVITIES ABOUT NAMES

- ❖ Provide name tags for children. Encourage young children to spell their name for you and print their name using a capital letter of the first letter and lowercase letters for all the other letters. Say the name of each letter as you write it. Allow the children to write their own names if they can.
- ❖ At the end of the Focus Question (Who Am I), provide materials for a craft related to names. Ask the children to stick or glue their name tag on their craft project and make a display of all the projects.
- ❖ Encourage parents and guardians to tell children why they were given their particular names.
- ❖ Encourage parents and guardians to look up the meaning of their child's name on the internet.

STORIES FOR AGES 3 - 7

A My Name is Alice by Jane Bayer The well-known jump rope ditty which is built on letters of the alphabet is illustrated with animals from all over the world. Help children think of similar chants of their own names!

Catalina Magdalena Hoopensteiner Wallendiner Hogan Logan Bogan Was Her Name by Tedd Arnold Presents the words--and varying forms of the name--of a classic camp song that dates at least from the 1940s. She had two holes on the bottom of her nose--one for her fingers, and one for her toes! Though she has two arms that drag along the ground, two feet bigger than a bathroom mat, and just two teeth in her mouth, life for Catalina is full and fun!

Chrysanthemum by Kevin Henkes (also available as a big book, as a DVD and in other formats.) Chrysanthemum thinks her name is absolutely perfect, until her first day of school. "You're named after a flower!" teases Victoria. "Let's smell her," says Jo. Chrysanthemum wilts. What will it take to make her blossom again?

Edmund for Short: A Tale from China Plate Farm by Chris Jackson When Edmund the pig discovers that the cows on China Plate Farm all have grand names based on their body markings, he decides to mark himself so he can have a grand name of his own, but nobody notices, as a new calf is being born on the farm.

Andy: That's My Name by Tomie DePaola

Andy's friends construct different words from his name: "an" words, "and" words, and "andy" words.

Call Me Little Echo Hawk by Terry EchoHawk

Every child has a name, and the story of Echo Hawk will motivate children everywhere to seek out stories about their own names. In “Call Me Little Echo Hawk,” children will also learn to be proud of their heritage and their ancestors.

Christopher Changes His Name by Itah Sadu Christopher. Mulamba is tired of being one of three boys with the same first name in his class, so he picks out a series of new names honouring a variety of black heroes, from the star of his aunt's Trinidadian folktales to scientist Elijah McCoy to Michael Jordan, but in the process his own name gets lost.

The First Thing My Mama Told Me by Susan Marie Swanson A young girl celebrates the name that was chosen just for her. “When I was born, the first thing my mama told me was my name”. Lucy remembers lots of things about her name. Seven-year-old Lucy describes special memories about her name from each of her birthdays.

Hope by Isabell Monk. Isabell Monk's depiction of how a girl learns about her rich biracial heritage will help all children see themselves with pride and self-respect.

I Am Renè, the Boy by Rene Colato Lainez. When Renè learns that his name is also a girl's name, he does some research and relates the name's meaning and letters to his homeland of El Salvador and the things that make him special.

Ivan to Make You Laugh: Jokes about Novel, Nifty, and Notorious Names by Sam Schultz Presents a variety of jokes about people's names.

Josephina Hates Her Name by Diana Engel. After Grandma explains that she named Josephina after her talented, daring older sister, Josephina starts to appreciate her unusual name.

A Lion Named Shirley Williamson by Bernard Waber. The lions at the zoo are jealous of the new lioness because of her fancy name and because of the special treatment she receives from the Zookeeper.

Merry Christmas, What's Your Name by Bernice Chardiet

When a little girl changes her name to one she likes better, she starts a trend among her classmates that leads to complete confusion.

Mommy Doesn't Know My Name by Suzanne Williams. This loving and humorous story depicts frustrated Hannah, who tries to get her mother to call her by her real name rather than the pet names she uses.

My Name Is Yoon by Helen Recorvits Disliking her name as written in English, Korean-born Yoon, or “shining wisdom,” refers to herself as “cat,” “bird,” and “cupcake,” as a way to feel more comfortable in her new school and new country.

Name Games: Using Children's Names to Link Oral Language and Print by Traci Ferguson Geiser.

This teacher resource is rich in phonics and oral language practice. Each of the ten complete lesson cycles culminates in a unique bookmaking activity. Loaded with reproducibles, *Name Games* keep teacher preparation time to a minimum.

The Name Jar by Yangsook Choi. Being the new kid in school is hard enough, but what about when nobody can pronounce your name? Having just moved from Korea, Unhei is anxious that the kids will like her. So instead of introducing herself on the first day of school, she tells the class that she will choose a name by the following week. Her new classmates are fascinated by this no-name girl and decide to help out by filling a glass jar with names for her to pick from.

Nutty Names: A Book of Name Jokes by Mark Ziegler The only thing kids think is funnier than a good joke is... more good jokes! These supercharged joke books contain more jokes than ever. Get ready to laugh!

The Other Emily by Gibbs Davis

Emily believes her name belongs to her alone, but on the first day of school, she discovers she is not the only Emily in the world.

A Perfect Name by Charlene Costanza

Mama and Papa Potamus try out many different names for their newborn daughter before finding just the right one in time for her naming ceremony.

Rumpelstiltskin by Paul O. Zelinsky

A strange little man helps the miller's daughter spin straw into gold. In this highly inventive and splendid rendering of a favourite Grimm fairy tale, award-winning storyteller and illustrator Paul O. Zelinsky evokes a world of Medieval magic.

Santa's Book of Names by David McPhail

A young boy who has trouble reading, helps Santa with his yearly rounds and receives a special Christmas present.

Three Names of Me by Mary Cummings

A girl adopted from China explains that her three names--one her birth mother whispered in her ear, one the babysitters at her orphanage called her, and one her American parents gave her--are each an important part of who she is. Includes scrapbooking ideas for other girls adopted from China.

Tikki Tikki Tembo by Arlene Mosel This story why the Chinese no longer honor their firstborn with an unusually long name such as “Tikki tikki tembo-no sa rembo- chari bari ruchi-pip peri pembo!” This re-creation of an ancient Chinese folktale has hooked legions of children, teachers, and parents, who return, generation after generation, to learn about the danger of having such an honorable name, especially when one falls into a well.

NATIONAL STANDARDS CURRICULUM GUIDE

LANGUAGE ARTS

Grade: One

Subject: Language Arts

Time: One hour

Strand: Writing

Topic: Story Writing

Objectives: Pupils should be able to:

1. Review and present constructive criticism on the writing of their peers
2. Use an editing checklist to identify errors in the writing of their peers

Materials: drafts of students' stories, editing checklists, sticky note pad

Procedure

Engage

Whole Group Activity

Students observe as teacher models the editing stage of the writing process by using a checklist to review a sample of writing. Students participate by giving feedback as teacher uses the Think Aloud Strategy to identify errors. Teacher will use sticky notes to highlight the errors.

e.g.

my friend and I played football. the rain fall.

we get wet.

We stoped playing and goed home.

My mother was sad. I was cold

Pupils review sticky notes, discuss and make suggestions for correcting the errors.

Explain



The image shows a checklist titled "Editing Checklist" with a small illustration of a girl writing. The checklist contains six items, each with a checkbox:

- I used my best handwriting.
- I left space between my words.
- I capitalized the first word in each sentence and names of people and places.
- I used the correct punctuation for each sentence.
- I used my best spelling.
- I introduced my topic and ended with a conclusion.

A Planning Package product. ©2011 by Amy Hickman. All rights reserved.

Pupils will be given the checklist and will review and give examples of each criterion. <https://www.pinterest.com/explore/writing-checklist/>

Explore

Sentence strips with sentences to be edited will be placed around the classroom. Students will be given 2 samples of the checklist to edit any two sentences placed around the classroom. Students will write their corrected versions on post it notes. Students will share corrected versions with class by sticking the post it notes under the strips they edited.

Extend/Elaborate

Pair Activity

Pupils will exchange story drafts, then use the checklist to identify errors. Using the sticky notes, they will note the errors.

Whole Group Activity

Pupils share some of the errors with the class. Together the class will make suggestions for correcting these errors. Teacher/students will record the suggestions on whiteboard/flip chart paper.

Independent Activity

Pupils will use sticky notes and suggestions to make amendments to their drafts.

Evaluate

NATIONAL STANDARDS CURRICULUM GUIDE

MATHEMATICS



Ministry of Education, Youth & Information

Lesson Plan

Lesson Plan

Lesson Plan

Grade: 1

Topic: Fraction of an Object

Topic: Fraction of an Object

Grade: 1

Term 1: Date:

Subject: Mathematics

Duration: 1 hour

Objectives

- ï Tell whether or not a given picture shows fourths (quarters)
- ï Show one fourth of a given object.
- ï Identify different ways to show given quantities (quarters).

Key concepts / Vocabulary:

- ï **Quarter**
- ï **One fourth**
- ï **Square region**

Resources/Equipment:

- ï Geoboard
- ï Plain paper
- ï Dotted square paper
- ï Elastic bands
- ï Bullas

Skills:

- ï Use Geoboard to show quarters/fourths
- ï Fold paper in four equal part
- ï Divide dotted square in various ways to show quarters

Starter: Give students various picture puzzle pieces cut in four equal parts to fit together. Have them fit the pieces together and tell what they notice about the puzzle pieces (they are cut into four equal pieces). Have them tell/show how they know that the pieces are the same in shape and size.



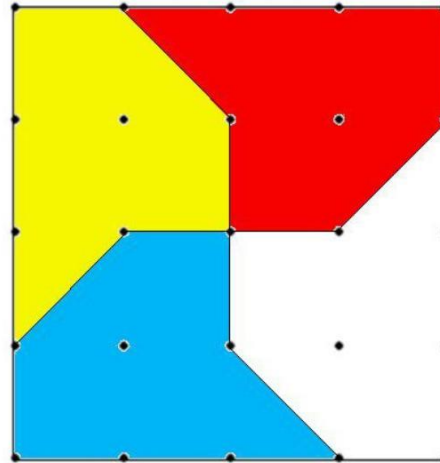
Ministry of Education, Youth & Information

Teaching/Learning/Exploring Activities:

- ï Have students work in cooperative groups of four to cut a bulla into four equal parts.
- ï Allow students to explain how they went about cutting the bulla into four equal parts.
- ï Teacher cuts one bulla into two equal parts and have children identify the fraction that each piece represents. Teacher cuts one of the halves in two equal parts and ask students to tell/guess what one of those pieces represents. If students can't tell, teacher further cuts the other half in two equal parts and ask students to tell what fraction each piece represents.
- ï Have students recognize that each piece is called one quarter or one fourth.
- ï Have children give examples of where or when do they ever hear or used the word quarter.
- ï Have children use the four quarters to show
 - one fourth/one quarter
 - one half
 - tell how many fourths make a half
 - what fraction of a half is a quarter/fourth
 - how many halves are there in 1 whole
- ï Draw students' attention to two fourths and one half representing the same piece of bulla.
- ï Provide students in cooperative groups of 5 with Geoboards and elastic bands to show quarters.
- ï Have students use cut out circles to represent the fractions drawn on Geoboard.
- ï Give each cooperative learning group a copy of the following diagram:



Ministry of Education, Youth & Information



Have students prove that the square is divided into fourths/quarters.

Assessment:

- ï Have students divide dotted squares into quarters/fourths in different ways. All students are given the same four colours to work with. Have students colour each square using a different colour for each quarter. (the aim is to create a class quilt)
Students may take these home to finish.

Evaluation/Reflection:

Which mathematical skills are developed? (Problem solving, communication, reasoning, connections, and representation.)



Ministry of Education, Youth & Information

How did the activities help the students understand the concepts of whole, halves and quarters and the relationships they share among themselves?

Does the lesson give children opportunities to activate prior knowledge, acquire knowledge, understand knowledge, use knowledge and reflect on knowledge?

How did the teacher use the activities to assess students' understanding of whole, halves and quarters?

Evaluation / Reflection:

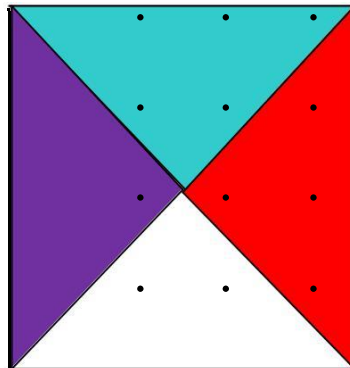
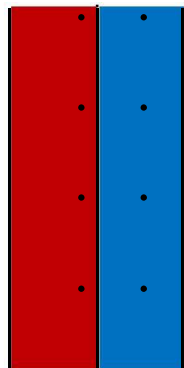
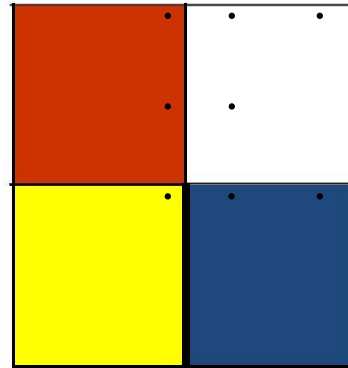
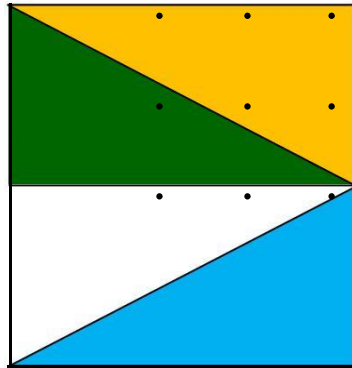
Were students able to:

- i fold a given square into quarters?
- i identify the quarters in given shapes?
- i divide other shapes in quarters (fourths)?
 - i tell how many quarters in a half ?
 - i tell how many quarters in a whole?



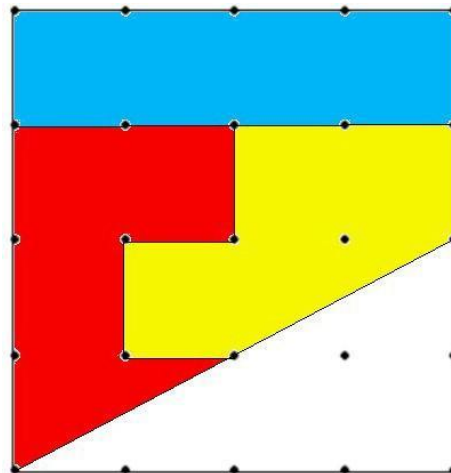
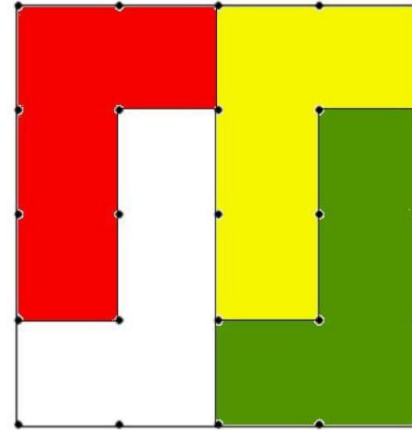
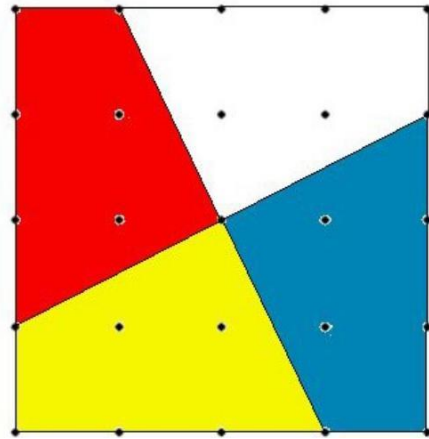
Ministry of Education, Youth & Information

Dot Paper Squares



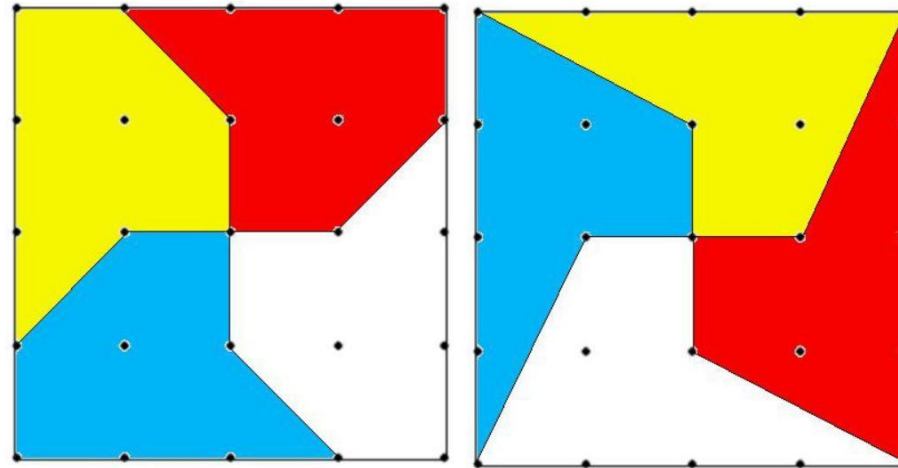


Ministry of Education, Youth & Information





Ministry of Education, Youth & Information





Ministry of Education, Youth & Information

Number lesson Plan

Topic: Multiplication (repeated addition)

Duration: 60 minutes

Objectives

Students should be able to:

- ï State, using multiplication ideas, in a sentence the idea of repeated addition of the same number (e.g. moving from $3+3+ 3+3$ to 4×3)
- ï Differentiate between the use of multiplication and addition to find “How many in all”
- ï Show the correct multiplication facts for a repeat addition, example, by use of an array.

Key concepts / Vocabulary:

Repeated addition ;
multiplication; times; array;
facts

Resources/Equipment:

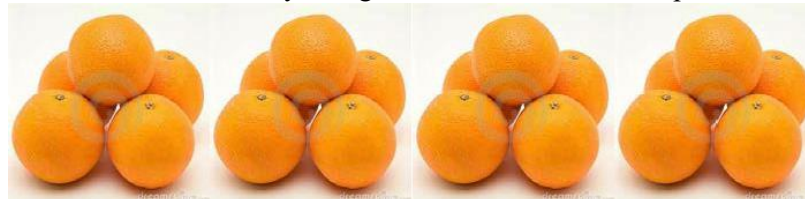
plain paper, dice , pencil

Skills:

- ï Drawing sets
- ï Writing multiplication facts
- ï Making an array

Starter:

- ï Let’s find out how many oranges in total are in the 4 heaps.



- ï How did you get your answer? What method did you use?

Teaching/Learning /Main/Exploring Activities:

Let’s investigate the calculation we use to find the total when there are the same number of items in several groups.



Ministry of Education, Youth & Information

1. Pupils play the game CIRCLES AND STARS

- ❖ Pupils, in pairs, take turn and throw the die twice. On the first throw the pupils draw the circles and on the second throw draw the stars in the circle. For example if the first number is 3 and the second one is 4 then the pupil would draw 3 circles with 4 stars in each circle. Then write the multiplication facts beneath each game.

2. After each pair plays 6 times, the teacher asks what products were obtained and how. Pupils write the results on the chalkboard.

1	1×1
2	1×2 2×1
3	1×3 3×1
4	1×4 2×2 4×1
5	1×5 5×1
6	1×6 6×1 2×3 3×2

3. Students create their own array, show it to their elbow partner.

4. The answer is 10. What is the question?

Extension

ï Solve:

“Come into my parlour”

Said the spider to the fly.

“Answer now my question

Unless you want to die.



Ministry of Education, Youth & Information

To give me twenty-eight fly legs

The number I desire

How many flies

Am I going to require?

Technology Integration possibility:

Numeric Interactive Software: Fractions_06



Ministry of Education, Youth & Information

Number - Lesson #5

Topic: Fractions (of a set of objects)

Duration: 60 minutes

Objective:

Use numerals 2 and 4 to describe halves and fourths of an object or a set of objects.

Key concepts / Vocabulary:

quarter, one fourth, half.

Resources/Equipment:

Counters, students worksheet

Skills:

Dividing in 2 or 4 equal parts

Starter:

Sing 'fractions' song. Distribute to pairs of students 8 candies (skittles). Have students recognize that the 8 candies make one whole. Have them divide their whole in two equal parts, then further divide each halves into two again (to get quarters). Students will explain what they have done and describe how many they have in each group. They will be allowed to eat the candies at the end of the class.

Teaching/Learning/Exploring Activities:

1. Give 24 counters/pebbles to each group of students (maximum six students).
2. Have students make two equal groups from the set counters/pebbles.
3. Discuss with class the number of counters in each group and say what fraction of the whole each group represents.
4. Have students share the counters in four equal groups. How many would be in each group? What fraction of the counter is each group?
5. Place students in groups of 8. At the start of selected music they will quickly move to form groups representing given fractions $\frac{1}{2}$, $\frac{1}{4}$.
6. Students to consider: Each parish capital in Jamaica has a Mayor in the Parish Council. A half of this number represents men. Draw pictures showing all the mayors and indicate those that are men.



Ministry of Education, Youth & Information

Plenary: A fraction can be part of a whole object or a set of objects.

Assessment:

1. Given a work sheet, students divide the various sets of objects as directed.
2. Also have students colour each required fraction using a different colour for each.

Evaluation / Reflection:

Were students able to:

Which mathematical skills are developed? (Problem solving, communication, reasoning, connections, and representation.

How the activities did helped the students understand the concepts of partitioning different sets of objects into equal parts?

Does the lesson give children opportunities to activate prior knowledge, acquire knowledge, understand knowledge, use knowledge and reflect on knowledge?

How did the teacher use the activities to assess students' understanding of partitioning?

NATIONAL STANDARDS CURRICULUM GUIDE

TEACHING MATHEMATICS: IDEAS & ACTIVITIES



Teaching Mathematics through Games

Alpha-Bits

All 26 letters of the English alphabet are in a bag. The vowels are A, E, I, O, U and sometimes Y.

1. How many possible outcomes are there when drawing a letter from the bag?
2. What are the chances of drawing a vowel from the bag?
3. What are the chances of drawing a consonant from the bag?
4. What are the chances of drawing the letter:
B? K?
Z? A?
5. If two of each vowel are placed inside the bag, along with one of each consonant, what are the chances of drawing a vowel?
6. If the letters A through J are removed from the bag, what are the chances of drawing the letter M? and U?
7. If the vowels are removed from the bag, what are the chances of drawing a consonant?
8. If the blocks for the numbers 1-9 are combined with the 26 letter blocks, what are the chances of drawing:
1. A number? 2. A letter 3. A vowel 4. A consonant



Ministry of Education, Youth & Information

Teaching Mathematics through Games

Fraction Activity

Instruction: Insert the following fractions so that each row and column adds to give one (1).

$\frac{1}{2}$ $\frac{1}{32}$ $\frac{3}{8}$ $\frac{7}{16}$ $\frac{5}{32}$ $\frac{1}{16}$ $\frac{1}{4}$ $\frac{5}{8}$ $\frac{3}{16}$ $\frac{17}{32}$ $\frac{1}{8}$ $\frac{9}{32}$



MULTIPLICATION CHART

1	2	3	4	5	6	7	8	9	10	11	12	13	14
2	4	6	8	10	12	14	16	18	20	22	24	26	28
3	6	9	12	15	18	21	24	27	30	33	36	39	42
4	8	12	16	20	24	28	32	36	40	44	48	52	56
5	10	15	20	25	30	35	40	45	50	55	60	65	70
6	12	18	24	30	36	42	48	54	60	66	72	78	84
7	14	21	28	35	42	49	56	63	70	77	84	91	98
8	16	24	32	40	48	56	64	72	80	88	96	104	112
9	18	27	36	45	54	63	72	81	90	99	108	117	126
10	20	30	40	50	60	70	80	90	100	110	120	130	140
11	22	33	44	55	66	77	88	99	110	121	132	143	154
12	24	36	48	60	72	84	96	108	120	132	144	156	168
13	26	39	52	65	78	91	104	117	130	143	156	169	182
14	28	42	56	70	84	98	112	126	140	154	168	182	196



Ministry of Education, Youth & Information

Fraction Activity

Instruction: Insert the following fractions so that each row and column adds to give one (1).

$$\frac{1}{2}, \frac{1}{32}, \frac{3}{8}, \frac{7}{16}, \frac{5}{32}, \frac{1}{16}, \frac{1}{4}, \frac{5}{8}, \frac{3}{16}, \frac{17}{32}, \frac{1}{8}, \frac{9}{32}$$



Ministry of Education, Youth & Information

100 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



150 Teaching Methods

1. Lecture by teacher (and what else can you do!)
2. Class discussion conducted by teacher (and what else!)
3. Recitation oral questions by teacher answered orally by students (then what!)
4. Discussion groups conducted by selected student chairpersons (yes, and what else!)
5. Lecture-demonstration by teacher (and then what 145 other techniques!)
6. Lecture-demonstration by another instructor(s) from a special field (guest speaker)
7. Presentation by a panel of instructors or students
8. Presentations by student panels from the class: class invited to participate
9. Student reports by individuals
10. Student-group reports by committees from the class
11. Debate (informal) on current issues by students from class
12. Class discussions conducted by a student or student committee
13. Forums
14. Bulletin boards
15. Small groups such as task oriented, discussion, Socratic
16. Choral speaking
17. Collecting
18. Textbook assignments
19. Reading assignments in journals, monographs, etc.
20. Reading assignments in supplementary books
21. Assignment to outline portions of the textbook
22. Assignment to outline certain supplementary readings



Ministry of Education, Youth & Information

23. Debates (formal)
24. Crossword puzzles
25. Construction of vocabulary lists
26. Vocabulary drills
27. Diaries
28. Dances of places or periods studied
29. Construction of summaries by students
30. Dressing dolls
31. Required term paper
32. Panel discussion
33. Biographical reports given by students
34. Reports on published research studies and experiments by students
35. Library research on topics or problems
36. Written book reports by students
37. Flags
38. Jigsaw puzzle maps
39. Hall of Fame by topic or era (military or political leaders, heroes)
40. Flannel boards
41. Use of pretest
42. Gaming and simulation
43. Flash cards
44. Flowcharts
45. Interviews
46. Maps, transparencies, globes
47. Mobiles
48. Audio-tutorial lessons (individualized instruction)
49. Models
50. Music



Ministry of Education, Youth & Information

51. Field trips
52. Drama, role playing
53. Open textbook study
54. Committee projects--small groups
55. Notebook
56. Murals and montages
57. Class projects
58. Individual projects
59. Quiz down gaming
60. Modeling in various media
61. Pen pals
62. Photographs
63. Laboratory experiments performed by more than two students working together
64. Use of dramatization, skits, plays
65. Student construction of diagrams, charts, or graphs
66. Making of posters by students
67. Students drawing pictures or cartoons vividly portray principles or facts
68. Problem solving or case studies
69. Puppets
70. Use of chalkboard by instructor as aid in teaching
71. Use of diagrams, tables, graphs, and charts by instructor in teaching
72. Use of exhibits and displays by instructor
73. Reproductions
74. Construction of exhibits and displays by students
75. Use of slides
76. Use of filmstrips
77. Use of motion pictures, educational films, videotapes
78. Use of theater motion pictures



Ministry of Education, Youth & Information

79. Use of recordings
80. Use of radio programs
81. Use of television
82. Role playing
83. Sand tables
84. School affiliations
85. Verbal illustrations: use of anecdotes and parables to illustrate
86. Service projects
87. Stamps, coins, and other hobbies
88. Use of community or local resources
89. Story telling
90. Surveys
91. Tutorial: students assigned to other students for assistance, peer teaching
92. Coaching: special assistance provided for students having difficulty in the course
93. Oral reports
94. Word association activity
95. Workbooks
96. Using case studies reported in literature to illustrate psychological principles and facts
97. Construction of scrapbooks
98. Applying simple statistical techniques to class data
99. Time lines
100. "Group dynamics" techniques
101. Units of instruction organized by topics
102. Non directive techniques applied to the classroom
103. Supervised study during class period
104. Use of sociometric text to make sociometric analysis of class
105. Use of technology and instructional resources
106. Open textbook tests, take home tests



Ministry of Education, Youth & Information

107. Put idea into picture
108. Write a caption for chart, picture, or cartoon
109. Reading aloud
110. Differentiated assignment and homework
111. Telling about a trip
112. Mock convention
113. Filling out forms (income tax, checks)
114. Prepare editorial for school paper
115. Attend council meeting, school board meeting
116. Exchanging "things"
117. Making announcements
118. Taking part (community elections)
119. Playing music from other countries or times
120. Studying local history
121. Compile list of older citizens as resource people
122. Students from abroad (exchange students)
123. Obtain free and low cost materials
124. Collect old magazines
125. Collect colored slides
126. Visit an "ethnic" restaurant
127. Specialize in one country
128. Follow a world leader (in the media)
129. Visit an employment agency
130. Start a campaign
131. Conduct a series
132. Investigate a life
133. Assist an immigrant
134. Volunteer (tutoring, hospital)



Ministry of Education, Youth & Information

135. Prepare an exhibit
136. Detect propaganda
137. Join an organization
138. Collect money for a cause
139. Elect a "Hall of Fame" for males
140. Elect a "Hall of Fame" for females
141. Construct a salt map
142. Construct a drama
143. Prepare presentation for senior citizen group
144. Invite senior citizen(s) to present local history to class including displaying artifacts (clothing, tools, objects, etc.)
145. Prepare mock newspaper on specific topic or era
146. Draw a giant map on floor of classroom
147. Research local archaeological site
148. Exchange program with schools from different parts of the state
149. In brainstorming small group, students identify a list of techniques and strategies that best fit their class.

Attachment: [150 Teaching Methods \[PDF, 33 KB\]](#)

- See more at: <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/instructional-methods/150-teaching-methods#sthash.yM7PA7xP.dpuf>



Ministry of Education, Youth & Information

THE LAWS OF TEACHING - by John Milton Gregory

THE SEVEN FACTORS

1. Teaching has its natural laws as fixed as the laws of the planets or of growing organisms. It is a process in which definite forces are employed to produce definite results, and these results follow as regularly and certainly as the day follows the sun. What the teacher does, he does through natural agencies working out their natural effects. Causation is as certain -- if not always so obvious nor so easily understood -- in the movements of mind as in those of matter.

The laws of mind are as fixed as material laws.

2. To discover the laws of any process, whether of mind or of matter, makes it possible to bring that process under the control of one who knows the laws and can command the conditions. Knowledge of the laws of electric currents has made it possible to send messages through the oceans; and he who masters the laws of teaching may convey to the minds of others the experience of the race. He who would gain harvests must obey nature's laws for the growing of corn, and he who would teach a child successfully must [16] follow the laws of



Ministry of Education, Youth & Information

teaching. Nowhere, in the world of mind or in the world of matter, can man produce any effects except as he employs the means upon which those effects depend.

3. Teaching, in its simplest sense, is the communication of experience. This experience may consist of facts, truths, doctrines, ideas, or ideals, or it may consist of the processes or skills of an art. It may be taught by the use of words, by signs, by objects, by actions, or by examples; but whatever the substance, the mode, or the aim of the teaching, the act itself, fundamentally considered, is always substantially the same: it is a communication of experience. It is painting in the mind of another the picture in one's own -- the shaping of the thought and understanding to the comprehension of some truth which the teacher knows and wishes to communicate. Further on we shall see that the word "communication" is used here, not in the sense of the transmission of a mental something from one person to another, but rather in the sense of helping another to reproduce the



Ministry of Education, Youth & Information

same experience and thus to make it common to the two.

4. To discover the law of any phenomenon, we must subject that phenomenon to a scientific analysis and study its separate parts. If any complete act of teaching be so analyzed, it will be found to contain seven distinct elements or [17] factors: (1) two personal factors -- a teacher and a learner; (2) two mental factors -- a common language or medium of communication, and a lesson or truth or art to be communicated; and (3) three functional acts or processes -- that of the teacher, that of the learner, and a final or finishing process to test and fix the result.

5. These are essential elements in every full and complete act of teaching. Whether the lesson be a single fact told in three minutes, or a lecture occupying as many hours, the seven factors are all present, if the work is effective. None of them can be omitted, and



Ministry of Education, Youth & Information

no others need be added. If there is a true science of teaching, it must be found in the laws and relations of these seven factors.

6. To discover their laws, let us pass the seven factors again in careful review: (1) a teacher; (2) a learner; (3) a common language or medium of communication; (4) a lesson or truth; (5) the teacher's work; (6) the learner's work; (7) the review work, which organizes, applies, perfects, and fastens the work which has been done. Each of these seven factors are distinguished from the rest by some essential characteristics; each is a distinct entity or fact of nature. Since every fact of nature is the product and proof of some law of nature, each element here described has its own [18] great law of function, and these taken together constitute The Seven Laws of Teaching.

7. It may seem trivial so, to insist upon all this. Some will say: "Of course there can be no teaching without a teacher and a pupil, without a language and a lesson, and unless the teacher teaches and



Ministry of Education, Youth & Information

the learner learns; or, finally, without a proper review, if any assurance is to be gained that the work has been successful. All this is too obvious to need assertion." So also is it obvious that when seeds, soil, heat, light, and moisture come together in proper measure, plants are produced and grow to the harvest; but the obviousness of these common facts does not prevent their hiding among them some of the most profound and mysterious laws of nature. So, too, a simple act of teaching may hide within it some of the most potent and significant laws of mental life.



Ministry of Education, Youth & Information

Teaching Mathematics through Games

Fraction Activity - Solution

Fraction Activity - Solution

$\cancel{1}_{16}$	$\cancel{9}_{32}$	$\cancel{5}_8$	$\cancel{1}_{32}$
$\cancel{1}_4$			$\cancel{3}_8$
$\cancel{1}_{12}$			$\cancel{7}_{16}$
$\cancel{3}_{16}$	$\cancel{17}_{32}$	$\cancel{1}_8$	$\cancel{5}_{32}$



Teaching Mathematics through Games

Investigations & Their Responses.

1. Identify the numbers that cannot be formed from the sum of consecutive whole numbers.

1	$0 + 1$	17	$8 + 9$
2		18	$5 + 6 + 7; 3 + 4 + 5 + 6$
3	$1 + 2$	19	$9 + 10$
4		20	$2 + 3 + 4 + 5 + 6$
5	$2 + 3$	21	$10 + 11; 6 + 7 + 8$
6	$1 + 2 + 3$	22	$4 + 5 + 6 + 7$
7	$3 + 4$	23	$11 + 12$
8		24	$7 + 8 + 9$
9	$4 + 5; 2 + 3 + 4$	25	$12 + 13; 3 + 4 + 5 + 6 + 7$
10	$1 + 2 + 3 + 4$	26	$5 + 6 + 7 + 8$
11	$5 + 6$	27	$13 + 14; 8 + 9 + 10$
12	$3 + 4 + 5$	28	$1 + 2 + 3 + 4 + 5 + 6 + 7$
13	$6 + 7$	29	$14 + 15$
14	$2 + 3 + 4 + 5$	30	$9 + 10 + 11; 6 + 7 + 8 + 9$
15	$7 + 8; 4 + 5 + 6; 1 + 2 + 3 + 4 + 5$	31	$15 + 16$
16		32	

The numbers 2, 4, 8, 16, 32 are identified as not being able to be formed from the sum of consecutive whole numbers. The next in the series should be 32. But note that these are all powers of 2. So *powers of 2* cannot be formed from the sum of consecutive whole numbers.



Ministry of Education, Youth & Information

2. **Integer triangles are triangles with sides being whole numbers. Identify the length of sides for integer triangles whose perimeter is 9. Then find those for 10, 11, 12, and 13. Note that the sum of any two sides must be greater than the third side.**

Peri	Possible Combinations							
7	1 + 3 + 3	2 + 2 + 3						
8	2 + 3 + 3							
9	3 + 3 + 3	2 + 3 + 4	4 + 4 + 1					
10	2 + 4 + 4	3 + 3 + 4						
11	3 + 4 + 4	3 + 3 + 5	2 + 4 + 5	1 + 5 + 5				
12	2 + 5 + 5	3 + 4 + 5	4 + 4 + 4					
13	5 + 4 + 4	3 + 5 + 5	3 + 4 + 6	1 + 6 + 6	2 + 5 + 6			
14	2 + 6 + 6	4 + 5 + 5	6 + 4 + 4	3 + 5 + 6				
15	5 + 5 + 5	4 + 5 + 6	3 + 5 + 7	2 + 6 + 7	1 + 7 + 7	3 + 6 + 6		
16	4 + 5 + 7	5 + 5 + 6	4 + 6 + 6	3 + 6 + 7	2 + 7 + 7			
17	1 + 8 + 8	2 + 7 + 8	3 + 6 + 8	5 + 5 + 7	4 + 6 + 7	4 + 5 + 8	3 + 7 + 7	
18	6 + 6 + 6	5 + 6 + 7	4 + 6 + 8	2 + 8 + 8	3 + 7 + 8	5 + 5 + 8		
19	4 + 9 + 6	3 + 9 + 7	2 + 9 + 8	5 + 5 + 9	3 + 8 + 8	4 + 8 + 7	5 + 8 + 6	6 + 7 + 6
20	2 + 9 + 9	4 + 8 + 8	6 + 7 + 7	8 + 6 + 6	3 + 9 + 8	4 + 9 + 7	5 + 9 + 6	

3. **What happens when you add any two, three, four etc consecutive whole numbers? Investigate.**

Action	Response	Example	Generalization
Add two consecutive whole numbers	Always an odd number or one more than twice the first number	$13 + 14 = 27$	$2n + 1$
Add three consecutive whole numbers	Three times the middle number	$20 + 21 + 22 = 63$	$3(n + 1)$



Ministry of Education, Youth & Information

Add four consecutive whole numbers	Even number that is six more than four times the first number	$11 + 12 + 13 + 14 = 50$	$4n + 6$
Add five consecutive whole numbers	Five times the middle number	$7 + 8 + 9 + 10 + 11 = 45$	$5(n + 2)$
Add six consecutive whole numbers	Odd number that is fifteen more than six times the first number	$10 + 11 + 12 + 13 + 14 + 15 = 75$	$6n + 15$
Add seven consecutive whole numbers	Seven times the middle number	$22 + 23 + 24 + 25 + 26 + 27 + 28 = 175$	$7(n + 3)$
Add eight consecutive whole numbers	Even number which is 28 more than 8 times the first number	$40 + 41 + 42 + 43 + 44 + 45 + 46 + 47 = 348$	$8n + 28$

4. **Write the factors of numbers and determine the number of odd and even factors of each. Any patterns?**

Number	Factors	# of odd factors	# of even factors
2	2	0	1
3	3	1	0
4	2, 4	0	2
5	5	1	0
6	2, 3, 6	1	2
7	7	1	0
8	2, 4, 8	0	3
9	3, 9	2	0
10	2, 5, 10	1	2
11	11	1	0
12	2, 3, 4, 6, 12	1	4
13	13	1	0



Ministry of Education, Youth & Information

14	2, 7, 14	1	2
15	3, 5, 15	3	0
16	2, 4, 8, 16	0	4
17	17	1	0
18	2, 3, 6, 9, 18	2	3
19	19	1	0
20	2, 4, 5, 10, 20	1	4
21	3, 7, 21	3	0
22	2, 11, 22	1	2
23	23	1	0
24	2, 3, 4, 6, 8, 12, 24	1	6
25	5, 25	2	0
26	2, 13, 26	1	2
27	3, 9, 27	3	0
28	2, 4, 7, 14, 28	1	4
29	29	1	0
30	2, 3, 5, 6, 15, 30	3	3
31	31	1	0
32	2, 4, 8, 16, 32	0	5
33	3, 11, 33	3	0
34	2, 17, 34	1	2
35	5, 7, 35	3	0
36	2, 3, 4, 6, 9, 12, 18, 36	2	6
37	37	1	0
38	2, 29, 38	1	2
39	3, 13, 39	3	0
40	2, 4, 5, 8, 10, 20, 40	1	6

- Two raised to any power has only **even** factors.
- All numbers with **one odd and no even factor** are primes.



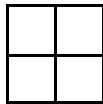
Ministry of Education, Youth & Information

5. When the sum of factors of a given number (excluding the number itself) equals the number itself, the original number is said to be a perfect number.

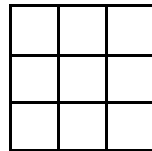
Number	Factors	Sum of factors
6	$3 + 2 + 1$	6
28	$14 + 7 + 4 + 2 + 1$	28

What are the next two perfect numbers?

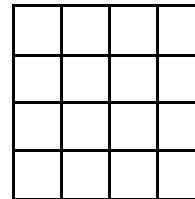
6. Given that each cell is a square, find out how many squares are in the particular grids below. Use the table that follows to fill the responses.



2 x 2



3 x 3



4 x 4

Grid size	# of 1 x 1	# of 2 x 2	# of 3 x 3	# of 4 x 4	# of 5 x 5	Total
1 x 1	1	-	-	-	-	1



Ministry of Education, Youth & Information

2 x 2	4	1	-	-	-	5
3 x 3	9	4	1	-	-	14
4 x 4	16	9	4	1	-	30
5 x 5	25	16	9	4	1	55
6 x 6	36	25	16	9	4	91
n x n	n^2	$(n-1)^2$	$(n-2)^2$	$(n-3)^2$	$(n-4)^2$	

7. When two vertices of a polygon are joined, the resulting line segment is a diagonal. One condition is that the vertices do not already share a side. Determine the number of diagonals of polygons with sides 4, 5, 6, 7, 8, 9, 10... Investigate to establish any pattern.

Number of sides of polygon	Breakdown of diagonals (+ signs excluded)	Number of diagonals
4	11	2
5	221	5



Ministry of Education, Youth & Information

6	3321	9
7	44321	14
8	554321	20
9	6654321	27
10	77654321	35
11		
12		
n		

The number of diagonals, as indicated in the last column, is 2, 5, 9, 14, 20, 27, 35 ... You will notice that you add 3, 4, 5, 6, 7, 8 to the preceding numbers to obtain the next in the series. It is clear then, that you will need to add 9 to 35 to get the number of diagonals for a polygon with 11 sides. That is 44. To that you add 10 to get the number of diagonals for a polygon of 12 sides. The now becomes 54. For a polygon with n sides the result is.....

8. A palindrome is a number that is read the same backwards and forwards. Hence, the numbers 232, 171 and 10601 are palindromes. Indeed, the year 2002 is a palindrome. Can you identify the year before 2002 that was a palindrome?



Ministry of Education, Youth & Information

A number which is not a palindrome may be made into one using one or more steps. To make any number into a palindrome, the number is reversed and the sum of both is found. Hence $43 + 34 = 77$. Forty-three takes one step to become a palindrome. $68 + 86 = 154$; $154 + 451 = 605$; $605 + 506 = 1111$. The number 68 will take three steps to become a palindrome. Now try 86.

In the grid below identify all the numbers that will take one step to be made into a palindrome. Following that, identify those that will take two steps, then those that will take three steps and then those that will take four steps. Seek for patterns.

On a 0 – 99 chart indicate clearly the numbers that

- are already palindromes
- need one step to become a palindrome
- need two steps to become a palindrome
- need three steps to become a palindrome



Ministry of Education, Youth & Information

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99



Ministry of Education, Youth & Information

Centre of Interest

The Centre of Interest should have basic supplies such as:

- | | | |
|-------------------|-------------------------------|-----------------------|
| ❖ Paper | ❖ Counters | ❖ Calculator |
| ❖ Crayons | ❖ Straws | ❖ Geoboards |
| ❖ Sharpeners | ❖ Used matches/
Toothpicks | ❖ Abacus |
| ❖ Plasticine | ❖ Solids | ❖ Graph/Squared paper |
| ❖ Magazines | ❖ Worksheets | ❖ Puzzles |
| ❖ Cuisenaire rods | ❖ Books | ❖ Mirrors |
| ❖ Toys | ❖ Measuring tools | ❖ Water containers |
| ❖ Building blocks | ❖ Strings/Cords | ❖ Glue |
| ❖ Boxes | ❖ Brown paper | ❖ Scale/Balance |
| ❖ Cardboard | ❖ Sand | ❖ Egg cartons |
| ❖ Cartridge paper | | ❖ Primary scissors |



Ministry of Education, Youth & Information

STUDENT PORTFOLIOS

Mathematics Portfolios

Student portfolios are well-known in art and writing, but until now have rarely been used to keep a record of student progress in mathematics. Teachers have always kept folders of student work, but portfolios may now have more focus and be more important for assessment.

What is in a Portfolio?

Teachers and their students should be allowed to choose most of the items to include in portfolios, since it gives a good indication of what is valued. Occasionally it may be desirable, for the sake of comparisons, for some outside agency to ask for inclusion of a certain type of item, but this should be the exception. If possible, teachers and students should be able to present and explain their own portfolios to outside observers.

Putting dates on all papers will become more important. First draft or revised writing should be acceptable, but with a note about which it is. The names of group members should probably be on papers done by a group, or at least an indication that it was group work.

A portfolio might include samples of student-produced:

- written descriptions of the results of practical or mathematical investigations
- pictures and dictated reports from younger students
- extended analyses of problem situations and investigations
- descriptions and diagrams of problem-solving processes
- statistical studies and graphic representations
- reports of investigations of major mathematical ideas such as the relationship between functions, coordinate graphs, arithmetic, algebra, and geometry
- responses to open-ended questions or homework problems
- group reports and photographs of student projects
- copies of awards or prizes
- video, audio, and computer-generated examples of student work
- other material based on project ideas developed with colleagues

Teachers and Portfolios

The definition and evaluation of portfolios are opportunities for teachers to share and learn with peers. Groups of teachers who have reviewed the contents together have found it an exciting and rewarding experience. On page 10 are some examples of teacher comments made during pilot assessments in the spring of 1989. Also, sharing with parents, administrators, and school boards will help emphasize student accomplishments.

This is a page from *Assessment Alternatives in Mathematics*, a booklet from the California Mathematics Council and EQUALS.



Ministry of Education, Youth & Information

STUDENT PORTFOLIOS (continued)

Advantages of Portfolios

Student portfolios can provide:

- evidence of performance beyond factual knowledge gained
- assessment records that reflect the emphases of a good mathematics program
- a permanent and long-term record of a student's progress, reflecting the life-long nature of learning
- a clear and understandable picture, instead of a mysterious test score number
- opportunities for improved student self-image as a result of showing accomplishments rather than deficiencies
- recognition of different learning styles, making assessment less culture dependent and less biased
- an active role for students in assessing and selecting their work

Student Attitudes

A portfolio may also incorporate important information about student attitudes toward mathematics, such as:

- a mathematical biography, renewed each year
- student self-report of what has been learned and/or what is yet to be learned
- a description of how the student feels about mathematics
- work of the student's own choosing
- excerpts from a student's mathematics journal

Assessment of Portfolios

Educators should look at many portfolios before trying to establish a standard of assessment. Because portfolios should reflect the instructional goals of each situation, the "rubrics" (detailed descriptions of assessment standards) will vary.





Ministry of Education, Youth & Information

SAMPLE ACTIVITY

Rearrange the letters so that they spell mathematical words with which you are familiar.

e.g. x i s i s six

1. unmreb _____
2. gnitelar _____
3. wyttne _____
4. qsraeu _____
5. nte _____
6. llaodr _____
7. etmi _____
8. nmusi _____
9. lkiorgam _____
10. onyem _____
11. wot _____
12. rouf _____
13. videdi _____
14. neetxis _____
15. sirft _____
16. errul _____
17. scitamehtam _____
18. einn _____
19. ionun _____
20. ytmlpuil _____

Prepared by
Mathematics Section – Core Curriculum Unit

12 Most Important Things You Can Do To Be A Teacher of Mathematics

Not too long ago, teachers saw the main goal of math instruction as helping children become proficient in paper and pencil computation. Today, mathematics instruction is less about teaching basic computation and more about helping students become creative thinkers who are comfortable with all areas of mathematics and are able to apply mathematical skills to a range of problem solving situations.

Making these goals a daily part of math instruction may require a shift in the way you think about mathematics and your role in teaching it. I also offer the following suggestions and examples from actual classroom lessons to help you rethink your teaching practices.

1. **Set the following expectation for your students: Do only what makes sense to you.**

Too often, students see math as a collection of steps and tricks that they must learn. This misconception leads to common recurring errors in arithmetic calculations – when subtracting, students will subtract the smaller from the larger rather than renaming ; when dividing, they'll omit a zero and wind up with an answer that is ten times too small; when combining fractions, they'll erroneously add both the numerators and the denominators. In all instances, students arrive at answers that make no sense.

2. **Have your students explain their reasoning in all instances.**

It is insufficient and shortsighted to rely on quick right answers as indications of mathematical power. During Math lessons, probe children's thinking when they respond. Ask: Why do you think that? Why does that make sense? Convince us. Prove it. Does anyone have a different way to think about the problem? Does anyone have another explanation? When children are asked to explain their thinking they are forced to organize their ideas. They have the opportunity to develop, cement, and expand their understanding. Teachers are accustomed to asking students to explain their thinking when their responses are incorrect. It's important, however, to ask children to explain their reasoning at all times, even when their answers are correct.

3. **Encourage children to talk with one another during math class.**

Communication is essential for learning. Having students work quietly – and by themselves – limits their opportunity for learning. Interaction maximizes children’s opportunities to talk about their ideas, get feedback for their thinking and hear other points of view. The challenge today is to have students engage in dialogue and work together to solve problems and bring meaning to mathematical ideas. Students can learn from one another, as well as from teachers.

4. Make writing an integral part of math learning.

Communication in math class should include writing as well as talking. In his book, *Writing to Learn*, William Zinsser states: “Writing is how we think our way into a subject and make it our own.” When children write in Math class, they have to revisit their thinking and reflect on their ideas. Students’ writing gives teachers a way to assess how their students are thinking and what they understand. Writing in math class best extends from children’s thinking. When small-group interaction or whole-group discussion precedes a writing assignment, students have a chance to formulate their ideas before they’re expected to write. It’s also helpful to write prompts on the board for the students to use to get started. For example: I think the answer is _____.

I think this because _____.

5. Embed math activities in contexts.

When connected to situations, mathematics comes alive. Contexts give students access to otherwise abstract ideas. They stimulate students' interest and provide a purpose for learning mathematics. Contexts can draw on real life examples or they can be created from imaginary situations. Many children's books, for example, offer starting points for classroom mathematics lessons.

6. Use manipulative materials whenever possible.

Mathematics materials provide a concrete context for thinking about mathematics. They give children hands-on experiences for grabbing onto mathematics ideas, turning them around and viewing them in different ways. Manipulative materials can serve in several ways – to introduce concepts, to pose problems, and to serve as tools to figure out solutions. It is important that manipulative are not relegated only to young children, but that they are made available to students in every grade.

7. Bring the quality and richness often apparent in students' writing and art into their math work.

Typically in elementary classrooms, children's rich, varied and creative art and writing fill the walls, while the math work that is posted commonly consists of arithmetic worksheets or progress charts that track students' learning of basic facts. In Language Arts and art lessons, children's imaginative ideas are invited and applauded: unique and unexpected results are common. While in math lessons, students often learn and practice specific prescribed methods; consistency among student papers is desired.

Find ways to make math lessons and assignments as intriguing, rich, and motivating as they are in other areas of the curriculum. Give students the chance to use their creativity when thinking about mathematics. Encourage them to be inventive and trust that they will be.

8. Make Calculators available to children at all times.

Calculators are valuable tools for doing laborious mathematical computations. Owning a calculator is practically a birthright and a basic tool few adults do without. As stated in the NCTM Curriculum and Evaluation Standards for School Mathematics (page 8): Contrary to the fears of many, the availability of calculators...has expanded students' capability of performing calculations".

Calculators are not a replacement for students' thinking. In any problem situation, a child needs to know which buttons to push, whether the answer displayed makes sense, and what decision to do with the results. Calculators eliminate the drudge of complex calculations. They also help children solve problems they may not otherwise be able to tackle.

9. Let children push the curriculum rather than having the curriculum push the children.

Choose depth and breadth. David Hawkins has said: "You don't want to cover a subject: you want to uncover it" (The Having of Wonderful Ideas by Eleanor Duckworth, Teachers' College Press, 1987) There are many pressures on teachers, and the school year passes by quickly. But students' understanding is key and doesn't always happen according to the schedule suggested in text materials. Just as students should do only what makes sense to them, the

same is true for teachers. There is value in staying with a topic in which children are interested, pushing more deeply and taking the time for a side investigation that can extend a lesson in a different direction.

10. Keep an eye out for instructional activities that are accessible to students with different levels of interest and experience.

A wonderful quality of good children’s books is that they delight adults as well. Of course, adults appreciate books for different reasons than children do, but enjoyment and learning can occur simultaneously at all levels. The same holds true for mathematical investigations. Teachers should search for activities that can engage children who have the least mathematical experience while challenging students with the most experience.

11. Remember that confusion and partial understanding are natural to the learning process.

Do not expect all students to learn everything at the same time, and do not expect all children to get the same message from every lesson. Although teachers want all their students to be successful, they rarely reach every student with any one lesson. Learning should be viewed as a long-range goal, not as a lesson objective. It’s important that children do not feel deficient, hopeless or excluded from learning mathematics. The classroom culture should reinforce the belief that errors are opportunities for learning and should support children taking risks without fear of failure or embarrassment.

12. Take delight in students' thinking.

There is no one way to think about any mathematical problem. Encourage students to think in different ways. After children respond to a question (and, of course, have explained their thinking), ask: Does anyone have a different idea? Keep asking until all children who volunteer has offered their ideas. By encouraging participation, you'll not only learn more about individual children's thinking, but you'll also send students the message that there is more than one way to look at any problem or situation.

Sequencing of Teaching and Learning Activities in the Mathematics Classroom

The following sequence of **five** activities has been described as the Japanese lesson pattern which we have adopted for the Jamaican classroom..

1. The Lesson Pattern

1. Reviewing the previous lesson
2. Presenting the problems for the day
3. Students working individually or in groups
4. Discussing solutions methods
5. Highlighting and summarizing the main point

2. Commonly used to describe u teachers' key roles

a. “Hatsumon” ...at the presentation of the problem

“Hatsumon” means, asking a key question for provoking students’ thinking at a particular point in a lesson. At the beginning of the lesson, the teacher may ask a question for probing or promoting students’ understanding of the problem. In a whole-class discussion, on the other hand, he or she may ask, for example, about the connections among proposed approaches to the problem or the efficiency and applicability of each approach.

b. **“Kikan-shido” ...during problem solving by students**

“Kikan-shido” which means an “instruction at students’ desk”, includes a purposeful scanning by the teacher of students’ problem solving on their own. The teacher moves about the classroom, monitoring the students and students’ activities...mainly silently, doing these two important activities which are closely tied to the whole-class discussion that will follow. First, he or she assesses the progress of students’ problem solving. In some cases, **the teacher suggests a direction for students to follow or gives hints to the students for approaching the problem.** Second, he or she will make a mental note of several students who made **the expected approaches or other important approaches to the problem.**

Students will be asked to present their solutions later. Thus, in this period of the purposeful scanning, the teacher considers questions like “which solution methods should I have students present first?” or “How can I direct the discussion towards an integration of students’ ideas? Some of the answers to such questions are prepared in the planning phase but some are not.

c. **“Neriage” or “Neriai”.... in a whole-class discussion**

There is a term for describing the dynamic and collaborative nature of a whole-class discussion during the lesson. The term “Neriage” or “Neriai” in Japanese refers to **“kneading up” or polishing up**. In the context of teaching the term works as a metaphor for the process of “polishing up” students’ ideas and getting an integrated mathematical idea through a whole-class discussion.

Japanese teachers regard “Neriage or “Neriai” as critical for the success or failure of the entire lesson.

Based on his or her observations during “Kikan-shido”, the teacher carefully calls on students, asking them to represent their method or solving the problem on the chalkboard, selecting the students in a particular order. The order is quite important to the teacher for both encouraging those students who found naïve methods and for showing students’ ideas in relation to the mathematical connections that will be discussed later. In some case, even an incorrect method or error may be presented, if the teacher thinks it would be beneficial for the class. Students’ ideas are presented on the chalkboard, to be compared with each other with oral explanations. The teacher’s role is not to point out the best solution, but to guide discussion by students towards an integrated idea.

d. “Matome” as summing up









“Matome” means “summing up”. Japanese teachers think that this stage is indispensable to any successful lesson. It is identified as a critical difference between U.S. and Japanese classroom activities. According to the U. S. -Japan, comparative analysis, at the Matome stage, Japanese teachers tends to make a final and careful comment on students’ work in term of mathematical sophistication.

Generally speaking, in the Matome stage, what students have discussed in the whole-class discussion is reviewed briefly and what they have learned through the lesson is summarized by the teacher.

e. “Banshee”: Effective Use of Chalkboard

Another important technique used the teacher relates to the use of chalkboard, which is referred as “Bansho” by Japanese teachers. Teachers usually try to keep all that is written during the lesson on the chalkboard without erasing if possible. From the learner’s perspective, it is easier to compare multiple solution methods if they appear on the

chalkboard simultaneously. Also, the chalkboard can be a written record of the entire lesson, which gives both the students and teacher a **bird's-eye** view of what has happened in the class at the end of each lesson.

The Eight Mathematical Practices		
1	I can solve problems without giving up.	
2	I can think about numbers in many ways.	
3	I can explain my thinking and try to understand others.	
4	I can show my work in many ways.	
5	I can use mathematics tools and tell why I chose them.	
6	I can work carefully and check my work	
7	I can use what I know to solve new problems.	
8	I can solve problems by looking for rules and patterns	



MATHEMATICAL THINKING

PROBLEM SOLVING	<ul style="list-style-type: none">✓ Build new mathematical knowledge through problem solving.✓ Solve problems that arise in mathematics and in other contexts.✓ Apply and adapt a variety of appropriate strategies to solve problems.✓ Monitor and reflect on the process of mathematical problem solving.
REASONING AND PROOF	<ul style="list-style-type: none">✓ Recognize reasoning and proof as fundamental aspects of mathematics.✓ Make and investigate mathematical conjectures.✓ Develop and evaluate mathematical arguments and proofs.✓ Select and use various types of reasoning and methods of proof.
COMMUNICATION	<ul style="list-style-type: none">✓ Organize and consolidate mathematical thinking through communication.✓ Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.✓ Analyze and evaluate the mathematical thinking and strategies of others.✓ Use the language of mathematics to express mathematical ideas precisely.
CONNECTONS	<ul style="list-style-type: none">✓ Recognize and use connections among mathematical ideas.✓ Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.✓ Recognize and apply mathematics in contexts outside of mathematics.
REPRESENTATION	<ul style="list-style-type: none">✓ Create and use representations to organize, record, and communicate mathematical ideas.✓ Select, apply, and translate among mathematical representations to solve problems.✓ Use representations to model and interpret physical, social, and mathematical phenomena.

