



DEPARTMENT OF EDUCATION  
PRIMARY CURRICULUM SECTION

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**NATIONAL PACING GUIDE**  
**GRADE ONE**  
**ACADEMIC YEAR 2022-2023**

## **NATIONAL PACING GUIDE – GRADE 1**

THE ACADEMIC YEAR 2022-2023

### **INTRODUCTION: HOW TO USE THIS GUIDE**

The National Pacing Guide promotes a standardized approach to the implementation of the curriculum. Its aim is to identify the topics to be taught at each grade level, show the order in which they are to be presented and provide a guide as to how much time should be spent on a particular topic. Students transferring from one public school to another should not be disadvantaged by the move as each school should be following the topics as laid out in the guide. Each year the pacing guide is refreshed based on the completion of new curriculum documents and teachers' feedback. As you work through this document, please be mindful of the following:

- This document is a guide. It was built to reflect what the average student should be able to complete in a given year. It is expected that some students may move ahead at a faster rate, while others may need to spend additional time on certain topics.
- There are times when schooling may be interrupted due to natural disasters, pandemics etc. To assist teachers with their planning, mandatory topics to be covered within the school year have been identified with an asterisk. Where possible, the other topics can be integrated into lessons.
- Time has generally been allocated particularly at the beginning of the year to allow for the administering of assessments, review and the establishment of those important classroom routines.
- It is expected that once topics are taught, they will be constantly **reinforced** and **integrated** into other areas of the curriculum. This strategy can be used as a form of review and also as a way of providing further support for students who may be struggling with a particular topic. The layout of the document allows for topics across all subject areas to be easily identified.
- The page numbers that follow the topics reflect where information can be found in the corresponding curriculum documents. If “TB” appears before the page number, then that information can be found in the national textbook for that subject area.
- The names of current curriculum officers and their email addresses have been included on the last page of this document. Your questions and feedback are welcomed. Some questions to consider when providing feedback are: Did the sequence of topics work well? Was sufficient time allocated?
- Officers will be placing updated information and activities in the **Professional Learning Community (PLC)** via the TEAMS group. This community was especially formed to engage primary teachers in public schools. Please ensure that you access it at least once or twice a week. Already, there are many activities and videos that teachers can utilize. Teachers are also invited to share activities and resources in this space that they have found worked well, students' responses to certain activities and any questions that they may have. If you are not already a member of the PLC, you may ask a school administrator how to join or contact any of the officers listed at the back.

## NATIONAL PACING GUIDE – GRADE 1

### CHRISTMAS TERM

THE ACADEMIC YEAR 2022-2023

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
1	<p>Readiness Inventory Assessment</p> <p>Introduce students to morning routines: Days of the Week, Months of the Year, Shapes, Colours, Numbers, Calendar, Weather Chart etc.</p> <p>Introduce students to Reading Block Routines</p> <ul style="list-style-type: none"> <li>Alphabet drill</li> <li>Sight Word drill</li> <li>Practice Phonemic Awareness task/skill</li> <li>Word Building Activities</li> <li>Introduce students to classroom management routines</li> <li>Teach nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>MOE Grade 1 Placement Assessment/ Routine Procedures TB pp. 7-16</li> <li>Review basic concepts from Preschool: counting, groups, shapes etc.</li> </ul>	<p><b>Assessment/ Observation of Handwriting:</b> When given a written task students will be observed to identify their ability to:</p> <ul style="list-style-type: none"> <li>hold a pencil correctly</li> <li>trace letters and numbers correctly</li> <li>identify their own names</li> <li>write their own names</li> <li>stay within three lines</li> </ul> <p><b>Focus Skills:</b></p> <ul style="list-style-type: none"> <li>Discriminating between letters, numbers, and pictures. p.91</li> <li>Distinguishing between left, right, top and bottom. p.92</li> </ul>	<p><b>Assess oral communication skills:</b></p> <ul style="list-style-type: none"> <li>Speak in complete sentences</li> <li>Make requests in complete sentences</li> <li>Word pronunciation</li> </ul> <p>*Naming words for people and places p.103</p>	<p>Assess students' ability to tell a story using a picture or an object.</p>	<p>Theme: Self Identity Topic: <b>All About Me</b> p.1</p> <ul style="list-style-type: none"> <li>Identify that God made me and is the creator of all things.</li> <li>Describe in their own words the beauty of God's creation.</li> <li>Conclude that God created man as a special being.</li> <li>Describe and state their own traits and characteristics. (name, physical features, nationality)</li> </ul> <p>(Religious Studies: p. 1; HFLE: p.13, Social Studies: pp. 2-6)</p>	<p><b>*Dynamics</b> (Loud &amp; Soft) Refer to MOE Performing Arts (PA) Lesson kits Dynamics lesson or other</p> <ul style="list-style-type: none"> <li>Definition of Dynamics</li> <li>Loud and soft sounds of the environment</li> <li>Loud and soft Instruments</li> <li>Perform Loud and soft sounds</li> <li>Spell loud/soft</li> </ul>	<p><b>Introduction to Art</b> Materials used in art</p>	<p><b>Topic:</b> Locomotor Movement <b>Skill:</b> Walking</p> <p>At the end of this lesson students will be able to demonstrate walking in various directions and speed.</p>

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2	<p><b>Listening &amp; Speaking:</b> *Displaying the characteristics of a good listener p. 44</p> <p><b>*Phonemic Awareness:</b> Identify common words in the environment p. 53</p> <p><b>Phonics /Spelling:</b> *Review Letters of the Alphabet p. 62</p> <p>*Initial Consonants /Mm/ /Ss/ /Tt/ p.63</p> <p><b>Comprehension:</b> *Text and Graphic features p.75 - 76</p> <p><b>*Sight Words:</b> we, run, a, can, play, I (Systematic Sight Word Folder) pp.13-16</p>	<ul style="list-style-type: none"> <li><b>*Positioning Vocabulary Words</b> pp. 3-5 TB pp. 1-6, 8-9</li> <li><b>*Hot and Cold</b> p. 26 TB pp. 136-138</li> <li><b>*Number Sequences through 10</b></li> <li>(Introduce/ Review Numbers 0-5) p. 6 TB p. 22-23</li> </ul>	<p>*Determine appropriate positioning of body and paper when writing. p.93</p> <p>*Assuming the correct posture for holding and writing with a pencil or crayon. p.94</p> <p>*Write directional strokes: vertical, horizontal, diagonal, ascending, descending p.95</p>	*Naming Words for Animals and Things p.103	Explain the steps in the Writing Process p.123	<p>Theme: Self Identity Topic: <b>All About Me</b> <b>p. 1</b></p> <ul style="list-style-type: none"> <li>Name and state functions of external body parts.</li> <li>Compare and contrast external and internal body parts of the body.</li> <li>Identify internal body parts with their functions.</li> </ul> <p>(HFLE: p.19; Science: pp. 62- 63; Religious Studies: p. 5)</p>	<b>Dynamics Cont'</b>	<ul style="list-style-type: none"> <li>Listening,</li> <li>Singing</li> <li>Video Clips showing dynamics</li> <li>Performing Dynamics</li> <li>Spell Loud /Soft Spell</li> </ul>	<p><b>Introduction to Art</b> Art and culture</p> <p><b>Topic:</b> Locomotor Movement <b>Skill:</b> Running</p> <p>At the end of this lesson students will be able to demonstrate running in various styles and directions.</p>
3	<p><b>Listening &amp; Speaking:</b> *Displaying the characteristics of a good listener Cont'd. p.44</p>	<ul style="list-style-type: none"> <li>Classifying Concrete objects p. 6 TB pp. 8-11</li> <li><b>*Comparing Masses</b> p. 25 TB p. 113-135</li> </ul>	*Assuming the correct posture for holding and writing with a pencil or crayon. p.94	*Identify Verbs Action Words p.110 (Basic action words)	Discuss the qualities of a good piece of writing p.124	<p>Topic- <b>I am Special</b> <b>p. 2</b></p> <ul style="list-style-type: none"> <li>Discuss the definition of the word different.</li> <li>Identify difference (physical etc.) between self and others.</li> </ul>	<b>Duration</b>	<p>Long &amp; short sounds Long &amp; short Notes Performing Long and Short notes</p> <p>The Whole Note = 4 beats / Counts</p>	<p><b>Introduction to Art</b></p> <ul style="list-style-type: none"> <li>Art and culture</li> </ul> <p><b>Topic:</b> Locomotor Movement <b>Skill:</b> Jumping</p> <p>At the end of this lesson students will be able to demonstrate jumping (directions,</p>

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	<p><b>Phonemic Awareness:</b> *Understanding the Alphabetic Principle p.54</p> <p><b>Phonics/Spelling:</b> *Initial Consonants /Pp/ /Nn/ *Introduce Short Vowel /Aa/ p.63</p> <p><b>Comprehension:</b> *Text and Graphic Features p.75-76</p> <p><b>*Sight Words:</b> like, cat, to, and, dog (Systematic Sight Word Folder) pp.17-20</p>		<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p>			<ul style="list-style-type: none"> <li>Describe how or why they are special.</li> <li>Conclude that each individual is a unique being</li> <li>Define in their own words unique gifts, talents.</li> <li>State their special gifts and talents.</li> </ul> <p>(Religious Studies: p.5, HFLE: p. 13)</p>	The Quarter Note = 1 beat / Count		over objects, for distance, etc.)
4	<p><b>Listening &amp; Speaking:</b> *Displaying the characteristics of a good listener Cont'd. p.44</p> <p><b>Phonemic Awareness:</b> *Phoneme Isolation p.56</p> <p><b>Phonics/Spelling:</b> *Initial Consonants /Hh/ /Cc/ /Ff/ p.63</p>	<ul style="list-style-type: none"> <li><b>*Number Sequences through 10</b> p. 6 TB p. 22-23</li> <li><b>*Numbers: Before and After</b> p. 7 TB p. 23</li> <li>Set Containing 0-10 p. 8 TB p. 33-36</li> <li>Tally Marks (Graphs) TB p. 35</li> <li><b>*Objects in Sets</b> p. 8 TB p. 33-36</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Write 0-9 D'Nealian numbers correctly -Numbers 1-5 p.98</p>	*Use Adjectives to describe Nouns Words Size & Colour p.115 (Basic colour words and size words)	Explain the four types of writing p.125	<p>Theme- Self Identify Topic- <b>I am Special p. 2</b></p> <ul style="list-style-type: none"> <li>Analyse ways that the senses help one in being unique</li> <li>Relate their personal likes and dislikes.</li> <li>Explain how their five senses help them to identify their likes and dislikes.</li> </ul>	<p><b>*Introduction of Notation</b> (Review Long and short notes)</p> <ul style="list-style-type: none"> <li>The Whole note (Long note)</li> <li>The Quarter Note (Short Note)</li> <li>Trace the whole note</li> <li>Trace the quarter note</li> <li>Spell whole-Note</li> <li>Spell Quarter - Note</li> </ul>	<p><b>Line- The 5 Basic</b></p> <ul style="list-style-type: none"> <li>Horizontal</li> <li>Vertical</li> <li>Diagonal</li> <li>Zigzag</li> <li>curved</li> </ul>	<p><b>Topic:</b> Locomotor Movement <b>Skill:</b> Hopping</p> <p>At the end of this lesson students will be able to demonstrate hopping (directions, over objects, for distance, etc.)</p>

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	<p><b>Comprehension:</b> *Story Elements: Characters p.77</p> <p><b>*Sight Words:</b> the, not, you, do, want (Systematic Sight Word Folder) p.21 - 24</p>					<ul style="list-style-type: none"> <li>Identify and describe the five sense organs in the body.</li> </ul> <p>(Religious Studies: p. 5, Social Studies: p. , HFLE: p. 13, Science: 64)</p>			
5	<p><b>Listening &amp; Speaking:</b> *Articulating personal information, needs, experiences, understandings and opinions p.45</p> <p><b>Phonemic Awareness:</b> *Phoneme Isolation p.56</p> <p><b>Phonics/Spelling:</b> *Initial Consonant /Dd/ /Rr/ Introduce Short *Vowel /Ii/ p.63</p> <p><b>Comprehension:</b> *Story Elements: Setting p.77</p> <p><b>*Sight Words:</b> all, here, big, is, little (Systematic Sight Word Folder) p.25 - 29</p>	<ul style="list-style-type: none"> <li><b>*Add Whole Number Sums to 5</b> p. 12 TB pp. 47-54</li> <li>Appropriate Strategy to Determine the Answer to Facts</li> <li><b>*Measurement: Length and Height</b> p. 23 TB p. 27-29, 30-33</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Write 0-9 D'Nealian numbers correctly -Numbers 1-5 p.98</p>	<p>*Distinguishing Sentences and Fragments p.101</p>	<p>Compose different types of poetry such as:</p> <ul style="list-style-type: none"> <li>ABC Poems p.133</li> </ul>	<p>Theme: Self Identify Topic: <b>Comparing Living and Non-Living Things</b> p. 4</p> <ul style="list-style-type: none"> <li>Examine similarities and differences of living things</li> <li>Determine that people and other living things belong to a group</li> <li>Determine ways in which respect can be demonstrated to all living things.</li> </ul> <p>(Science: p. 71, HFLE: p. 14)</p>	<p><b>*Steady Beat / No Beat</b> (Refer to Lesson Kits content video)</p> <p>What is Steady Beat? What is NO BEAT? Examples of Steady Beat (Clock ticking, heartbeat, metronome setting) Examples of No Beat (Siren, Alarms, telephone ringing, rain)</p>	<p><b>Line- The 5 Basic</b></p> <ul style="list-style-type: none"> <li>Horizontal</li> <li>Vertical</li> <li>Diagonal</li> <li>Zigzag</li> <li>curved</li> </ul>	<p><b>Topic:</b> Locomotor Movement <b>Skill:</b> Leaping</p> <p>At the end of this lesson students will be able to demonstrate leaping (directions, over objects, for distance, etc.)</p>

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6	<p><b>Listening &amp; Speaking:</b> *Articulating personal information, needs, experiences, understandings and opinions Cont'd. p.45</p> <p><b>Phonemic Awareness:</b> *Phoneme Identification p.56</p> <p><b>Phonics/Spelling:</b> *Initial Consonants: /Kk/ /Bb/ /Ll/ p.63</p> <p><b>Comprehension:</b> *Story Elements: Plot p.77</p> <p><b>*Sight Words:</b> she, with, are, he, funny (Systematic Sight Word Folder) p.30 - 33</p>	<ul style="list-style-type: none"> <li>*Add Whole Number Sums to 10 TB pp. 47-50</li> <li>*Ordinal Positions Through Tenth TB pp. 25-26</li> <li>Order Property TB pp. 128-132</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Copy and write dates using abbreviated and full format.</p> <p>Copy dates in full format p.100</p>	<p>*Ascertain the simple subject and predicate of a sentence.</p> <p>Parts of a Sentence p.112</p>	<p><b>Develop narrative pieces:</b></p> <ul style="list-style-type: none"> <li>*Narrow ideas and elaborate on them p.126</li> <li>*Create pictures to relay or depict ideas</li> </ul> <p>-Dictate their ideas</p>	<p>Theme: Self Identify Topic: <b>Comparing Living and Non-Living Things</b> p. 4</p> <ul style="list-style-type: none"> <li>State the definition of the word worship.</li> <li>Discuss how human beings were created to worship and praise God</li> <li>Give examples of ways to worship God.</li> <li>Identify the various groups that one can be a part of. (church, social etc.)</li> </ul> <p>(Religious Studies: p. 4, Social Studies)</p>	<p><b>*Rhythm – Meters</b></p> <p>Definition of Rhythm Perform Rhythms on Percussions Group Activities</p>	<p><b>Line- The 5 Basic</b></p> <ul style="list-style-type: none"> <li>Horizontal</li> <li>Vertical</li> <li>Diagonal</li> <li>Zigzag</li> <li>curved</li> </ul>	<p><b>Topic:</b> Locomotor Movement <b>Skill:</b> Skipping</p> <p>At the end of this lesson students will be able to demonstrate skipping (directions, over objects, for distance, etc.)</p>
7	<p><b>Listening &amp; Speaking:</b> *Performing multi-step oral instructions p.46</p> <p><b>Phonemic Awareness:</b> *Phoneme Identification p.56</p>	<ul style="list-style-type: none"> <li>*Hour on an Analog Clock TB. pp. 123-127</li> <li>*Comparing Numbers to 10 TB. pp. 23, 36-38</li> <li>*Ordering Numbers from Least to</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>*Copy and write dates using</p>	<p>*Ascertain the simple subject and predicate of a sentence.</p> <p>Parts of a Sentence p.112</p>	<p><b>Develop narrative pieces:</b></p> <ul style="list-style-type: none"> <li>*Narrow ideas and elaborate on them</li> <li>Develop narrative pieces that include character, setting and plot</li> </ul>	<p>Theme- Needs Topic: <b>Our Needs</b> p. 5</p> <ul style="list-style-type: none"> <li>Identify the basic needs of living things.</li> <li>Differentiate between needs and wants</li> <li>Categorize the</li> </ul>	<p><b>*Introduction to Tempo</b> (Fast &amp; Slow)</p> <p>Definition of Tempo Examples of Fast &amp; Slow animals, Fast &amp; Slow Music Perform Fast &amp; slow movements</p>	<p><b>Line- The 5 Basic</b></p> <ul style="list-style-type: none"> <li>Horizontal</li> <li>Vertical</li> <li>Diagonal</li> <li>Zigzag</li> <li>curved</li> </ul>	<p><b>Topic:</b> Locomotor Movement <b>Skill:</b> Combined Skill Test</p> <p>Students will be able to demonstrate and execute all locomotor movement skills at least the best out of</p>

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	<p><b>Phonics / Spelling:</b> *Initial Consonant /Gg/ /Ww/ *Introduce Short Vowel /Oo/ p.63</p> <p><b>Comprehension:</b> *Context Clues p.78</p> <p><b>*Sight Words:</b> make, will, am, me, pretty (Systematic Sight Word Folder) p.34 - 37</p>	<ul style="list-style-type: none"> <li>• <b>Greatest and Greatest to Least</b> TB. P. 23</li> <li>• Comparing Lengths and Heights Using Standard Units TB. p. 103-108</li> </ul>	<p>abbreviated and full format.</p> <p>Copy dates in full format p.100</p>		<p>pp.126, 134 To assist with narrative writing have students:</p> <ul style="list-style-type: none"> <li>• *Draw a picture to depict ideas</li> <li>• Use the Draw-Label-Caption Writing Strategy</li> <li>• Begin drafting a sentence/s based on the picture created</li> </ul>	<p>basic needs of people, animals and plants</p> <ul style="list-style-type: none"> <li>• Evaluate foods and activities that are needed to remain healthy</li> <li>• Conclude which foods are healthy and which are unhealthy.</li> </ul> <p>(Science: p. 68, Social Studies: p. 20 HFLE: pp. 25-26)</p>			<p>three attempts based on a skill test rubric scale.</p>
8	<p><b>Listening &amp; Speaking:</b> *Performing multi-step oral instructions p.46</p> <p><b>Phonemic Awareness:</b> *Rhyming Words p.61</p> <p><b>Phonics / Spelling:</b> *Initial Consonants /Jj/ /Vv/ /Qq/ p.63</p> <p><b>Comprehension:</b> *Context Clues p.78</p> <p><b>* Sight Words:</b> what, us, call, my, jump, see</p>	<ul style="list-style-type: none"> <li>• <b>*Add Whole Number Sums to 15</b> TB. pp. 47-50</li> <li>• <b>*Number Sequences through 19</b> TB. pp. 18-24</li> <li>• <b>*Numbers: Before and After up to 19</b> TB. p. 23</li> <li>• Objects in Sets TB. pp. 33-36</li> <li>• <b>*Compare Numbers to 19</b> TB p. 23</li> <li>• <b>*Pictographs</b></li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Write 0-9 D'Nealian numbers correctly -Numbers 0 - 19 p.98</p>	<p>*Construct Statements / Telling Sentences p.102</p>	<p><b>Develop narrative pieces:</b></p> <ul style="list-style-type: none"> <li>• <b>*Sequence ideas appropriately using transitional words</b> p. 127</li> </ul> <p>To assist with narrative writing have students</p> <ul style="list-style-type: none"> <li>• *Create pictures to show the sequence of ideas</li> <li>• Use transitional words to label events of a story</li> </ul>	<p>Theme: Needs Topic: Needs of Living Things Page: 6</p> <ul style="list-style-type: none"> <li>• Deduce that a habitat is a source of food, shelter and protection for plants and animals.</li> <li>• Associate various animals with their respective habitats.</li> <li>• Relate the different types of rooms in the home and the purpose of each.</li> <li>• Distinguish between the types</li> </ul>	<p><b>*Performance</b> Sub-Topic: Introduction of Cultural &amp; Seasonal Songs (Teacher's Choice)</p> <p>Highlight: Dynamics Long &amp; short sounds, Tempo of the song Singing fast and or slow <b>Performance</b> using percussions (Teacher's choice)</p>	<p><b>Shape- 2 dimensional</b></p> <ul style="list-style-type: none"> <li>• square</li> <li>• rectangle</li> <li>• circle</li> <li>• triangle</li> <li>• oval</li> </ul>	<p><b>Topic:</b> Non- Locomotor Movement <b>Skill:</b> Galloping</p> <p>At the end of this lesson students will be able to demonstrate galloping (different directions, over objects, for distance, etc.).</p>

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	(Systematic Sight Word Folder) p.38 - 41	<b>and Tally Graphs</b> TB. p. 55-58; 150			<ul style="list-style-type: none"> <li>Use transition words to tell about the events in a picture.</li> </ul>	<p>of homes.</p> <p>(Religious Studies: p.2, Science: pp. 72 –73)</p>			
<b>9</b> <b>MID</b> <b>TERM</b>	<p><b>*Listening &amp; Speaking:</b> Using appropriate protocols, speech and body language when speaking to others p.46</p> <p><b>Phonemic Awareness:</b> *Phoneme Segmentation p.57</p> <p><b>Phonics / Spelling:</b> *Initial Consonant: /Xx/ *Introduce Short Vowel /Ee/ p.63</p> <p><b>Comprehension:</b> Review of Comprehension Skills: Text and Graphic Features, Story Elements, Context Clues</p> <p><b>*Sight Words:</b> house, no, said, let, in, come (Systematic Sight Word Folder) p.42 - 45</p>	<ul style="list-style-type: none"> <li><b>*Add Whole number Sums to 20</b> TB. pp. 47-50</li> <li><b>*Word Problems</b></li> <li><b>*Comparing Numbers to 20</b> TB. pp. 23: 36-38</li> <li><b>*Appropriate Time of Day</b> TB. pp. 39-41</li> <li>Days and Weeks on the Calendar TB. pp. 45-46</li> <li><b>*Months of the Year in Order</b> TB. pp. 42-44</li> </ul>	<p>*Writing upper and lowercase manuscript D’Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>*Write personal information</p> <ul style="list-style-type: none"> <li>Name</li> <li>Date of Birth p.97</li> </ul>	<p>*Construct Questions / Asking Sentences p.102</p>	<p><b>Develop narrative pieces:</b></p> <ul style="list-style-type: none"> <li><b>Compose varied and interesting introduction for narrative writing pieces</b> p.129</li> </ul> <p>To assist with narrative writing have students</p> <ul style="list-style-type: none"> <li>*Create pictures to show the sequence of ideas</li> <li>Use transitional words to label events of a story</li> <li>Use transition words to tell about the events in a picture.</li> </ul>	<p>Theme: Needs Topic: Needs of Living Things p. 6</p> <ul style="list-style-type: none"> <li>Identify members of the family</li> <li>Explain the roles, function and the importance of the family</li> <li>Interpret the structure of Jesus’ family</li> <li>Discuss ways in which members of the family help each other.</li> </ul> <p>(HFLE: p.15, Soc</p>	<p>Revision of Completed Topics *Dynamics *Duration *Introduction of Notation (Whole &amp; Quarter Notes) *Steady Beat/ No Beat *Rhythm *Tempo Quiz on Completed Topics</p>	<p><b>Shape- 2 dimensional</b></p> <ul style="list-style-type: none"> <li>square</li> <li>rectangle</li> <li>circle</li> <li>triangle</li> <li>oval</li> </ul>	<p><b>Topic:</b> Non- Locomotor Movement <b>Skill:</b> Swinging</p> <p>At the end of this lesson students will be able to demonstrate swinging (different directions, over objects, for distance, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
10 MID TERM	<p><b>*Listening &amp; Speaking:</b> Using appropriate protocols, speech and body language when speaking to others Cont'd. p.47</p> <p><b>Phonemic Awareness:</b> *Phoneme Segmentation p.57</p> <p><b>Phonics / Spelling:</b> *Initial Consonant: /Yy/ /Zz/ *Introduce Short Vowel /Uu/ p.63</p> <p>Review Initial Consonants <b>Comprehension:</b> *Classification p.79</p> <p><b>*Sight Words:</b> Review (Systematic Sight Word Folder) pp.46-49</p>	<ul style="list-style-type: none"> <li>Use mental arithmetic (10 +; Doubles)</li> <li>Addition Sums to 20 TB. pp. 47-50</li> <li>Graphing and Word Problems TB. p. 94</li> <li>Pattens with Tables, Graphs and Words TB. p. 94-96</li> <li><b>*Twenty Family Number Pattern Sets</b> TB. pp.33-35</li> <li>Matching Sets TB. p. 36</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>*Write personal information</p> <ul style="list-style-type: none"> <li>Name</li> <li>Date of Birth</li> <li>An emergency number p.97</li> </ul>	<p>*Construct Exclamatory Sentences p.102</p>	<p><b>Develop narrative pieces:</b></p> <ul style="list-style-type: none"> <li>Utilize various methods of concluding pieces in narrative writing pieces. p.130</li> </ul>	<p>Theme: Needs Topic: Cultural Needs p. 7</p> <ul style="list-style-type: none"> <li>State how body parts and coverings of animals help them live where they do</li> <li>Describe how plant parts help plants live where they do.</li> <li>Classify foods into their specific groups.</li> <li>Identify the origin of foods in various food groups.</li> <li>Infer the appropriate amount of food from each food group that the body needs to be healthy.</li> </ul> <p>(Religious Studies: p.9. Science: pp, 74-75, HFLE: p. 27)</p>	<p><b>*Pitch</b></p> <ul style="list-style-type: none"> <li>High &amp; Low Voices</li> <li>Identify the high &amp; low voice</li> </ul>	<p><b>Shape- 2 dimensional</b></p> <ul style="list-style-type: none"> <li>square</li> <li>rectangle</li> <li>circle</li> <li>triangle</li> <li>oval</li> </ul>	<p><b>Topic:</b> Non- Locomotor Movement <b>Skill:</b> Bending</p> <p>At the end of this lesson students will be able to demonstrate bending (different directions, over objects, for flexibility, etc.).</p>
	11	<p><b>*Listening &amp; Speaking:</b> Speak clearly, audibly and with appropriate volume and pacing p.51</p>	<ul style="list-style-type: none"> <li>Add Sums to 20 TB. pp. 47-50</li> <li><b>*2D Shapes: Different Orientation</b> TB. pp. 59-66</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p>	<p>*Identify Nouns – Common / Proper p.103</p>	<p><b>Develop narrative pieces:</b></p> <ul style="list-style-type: none"> <li><b>Organize ideas into a paragraph using a topic sentence and supporting ideas.</b></li> </ul>	<p>Topic: Living Things Help Each Other p. 8</p> <ul style="list-style-type: none"> <li>Categorize products of plants and animals</li> <li>Name and identify plants and animals</li> </ul>	<p>Instrument Pitch</p> <ul style="list-style-type: none"> <li>*High &amp; low Instruments (Flute-high pitch, Tuba Low pitch)</li> <li>Identify high and low sound</li> </ul>	<p><b>Form- 3 Dimensional</b></p> <ul style="list-style-type: none"> <li>cube</li> <li>cylinder</li> <li>pyramid</li> <li>sphere</li> <li>cone</li> </ul>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>Phonemic Awareness:</b> *Phoneme Blending p.58</p> <p><b>Phonics / Spelling:</b> *Short Vowel /Aa/ Word Families (Onset / Rime) (e.g. -ad, -at, -ap, -am, -ag) p.64</p> <p><b>Comprehension:</b> *Classification p. 79</p> <p><b>*Sight Words:</b> help, ride, work, find, there, Sunday (Systematic Sight Word Folder) p.50 -54</p>	<ul style="list-style-type: none"> <li>Compare Plane and Solid Shapes TB. p.85-89</li> <li>Lines of Symmetry TB. p. 88</li> <li>Use of Venn Diagram TB. p.87, 64-65</li> </ul>	Form and write various punctuation marks and symbols p.99		p. 128	<p>that are useful to people</p> <ul style="list-style-type: none"> <li>Distinguish between items derived from plants and animals and how they are used.</li> <li>Investigate how plants and animals need each other.</li> </ul> <p>(Science: pp.69–70, 75, HFLE: p.29)</p>	<p>patterns of instruments</p> <ul style="list-style-type: none"> <li>Demonstrate singing high and low pitches</li> </ul>		demonstrate twisting and turning (different directions, over objects, for flexibility, etc.).
<b>12</b>	<p><b>*Listening &amp; Speaking:</b> Speak clearly, audibly and with appropriate volume and pacing p.51</p> <p><b>Phonemic Awareness:</b> *Phoneme Blending p.58</p> <p><b>Phonics / Spelling:</b> *Short Vowel /Ii/ Word Families (Onset / Rime) p.64 (e.g. -it, -in, -ig, -ip)</p>	<ul style="list-style-type: none"> <li>Add Sums to 20 TB. pp. 47-50</li> <li><b>*Count (US) Pennies to a \$1.00</b></li> <li><b>*Equivalent Coins</b></li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Form and write various punctuation marks and symbols p.99</p>	*Form Plurals by adding 's' to singular nouns p.104	<p><b>Develop narrative pieces:</b></p> <ul style="list-style-type: none"> <li>*Develop narrative pieces that include character, setting and plot. p.134</li> </ul> <p>Review</p> <ul style="list-style-type: none"> <li>*Narrow ideas</li> <li>*Sequencing of ideas</li> <li>*Interesting Introduction</li> <li>*Organize ideas into a paragraph</li> <li>Appropriate conclusions</li> </ul>	<p>Theme: Needs Topic: Our Needs p. 5</p> <ul style="list-style-type: none"> <li>Examine ways that God supplied the basic needs of living things.</li> <li>Discuss reasons why people should thank God.</li> <li>Explain ways individuals can express thanks to God.</li> <li>Use biblical examples of</li> </ul>	<p><b>Form</b> Subtopic: Nursery Rhymes</p> <p>Introduction to form (Verse and chorus of songs) Highlight Verse = 'A' Chorus = 'B'</p> <p>Listen to and watch video showing:- High and low sounds <a href="#">High or Low Sounds - YouTube</a></p> <p>Heigh –Ho Seven</p>	<p><b>Form- 3 Dimensional</b></p> <ul style="list-style-type: none"> <li>cube</li> <li>cylinder</li> <li>pyramid</li> <li>sphere</li> <li>cone</li> </ul>	<p><b>Topic:</b> Non- Locomotor Movement <b>Skill:</b> Pushing/pulling</p> <p>At the end of this lesson students will be able to demonstrate pushing and pulling (different directions, over objects, for flexibility, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>Comprehension:</b> *Making Predictions p.80</p> <p><b>*Sight Words:</b> keep, away, ran, can't, on, this, if, Monday (Systematic Sight Word Folder) p.55 - 59</p>					<p>persons who were thankful for their showing how their needs being met. (Hannah and the Ten Lepers).</p> <p>(Religious Studies: p. 8)</p> <ul style="list-style-type: none"> <li>Demonstrate ways to show gratitude to God for sending his son.</li> <li>Discuss the purpose for showing gratitude to God.</li> </ul> <p>(Religious Studies: p.9)</p>	<p>Dwarfs Song <a href="#">Heigh Ho - Snow White and the Seven Dwarfs - YouTube</a></p>		
13	<p><b>*Listening &amp; Speaking:</b> Speak clearly, audibly and with appropriate volume and pacing p.51</p> <p><b>Phonemic Awareness:</b> *Phoneme Segmentation p.57</p> <p><b>Phonics / Spelling:</b> *Short Oo – Word Families (Onset &amp; Rime) p.64 (e.g. -ot, -op, -og, -ob)</p>	<ul style="list-style-type: none"> <li><b>*Money Value through Exchange</b></li> <li>Extended Pattern TB. p.12</li> <li>Revision</li> </ul>	<p>Write 0-9 D'Nealian numbers correctly -Numbers 0-20 p.98</p>	<p>*Produce the correct Pronouns for the nouns they replace Pronouns: He, She, It, I, Me p.109</p>	<p><b>Develop narrative pieces:</b> *Develop narrative pieces that include character, setting and plot. p.134</p> <p>Review</p> <ul style="list-style-type: none"> <li>*Narrow ideas</li> <li>*Sequencing of ideas</li> <li>*Interesting Introduction</li> <li>*Organize ideas into a paragraph Appropriate conclusions</li> </ul>	<p>Theme: Needs Topic: Needs of Living Things p. 7</p> <ul style="list-style-type: none"> <li>Cultural Needs</li> <li>Changes in the Sky (Science: p.85)</li> <li>Conclude that Christmas is an important festival</li> <li>Summarize the events of the Christmas story</li> <li>Illustrate ways that the joy of Christmas is</li> </ul>	<p><b>Performances</b> Seasonal &amp; Cultural Songs / Junkanoo (Teacher's Choice)</p> <p>Highlight where possible past topics:- Dynamics Tempo Beat Rhythm Pitch</p> <p>Junkanoo: What is Junkanoo?</p> <p>Costumes (Colour pictures of)</p>	<p><b>Form- 3 Dimensional</b></p> <ul style="list-style-type: none"> <li>cube</li> <li>cylinder</li> <li>pyramid</li> <li>sphere</li> <li>cone</li> </ul>	<p><b>Topic:</b> Non- Locomotor Movement <b>Skill:</b> Dodging</p> <p>At the end of this lesson students will be able to demonstrate dodging (different directions, over objects, for agility, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>Comprehension:</b> *Making Predictions p.80</p> <p><b>*Sight Words:</b> good, have, read, any, did, or, too, Tuesday (Systematic Sight Word Folder) p.60 - 63</p>					<p>shared with others</p> <ul style="list-style-type: none"> <li>Give examples of animals that lived in the place where Jesus was born</li> </ul> <p>(Religious Studies: p.9)</p>			
<b>14</b>	<b>REVISION OF SKILLS AND TOPICS</b>								
<b>15</b>	<b>END OF TERM EXAMINATIONS</b>								

# NATIONAL PACING GUIDE – GRADE 1

## EASTER TERM

THE ACADEMIC YEAR 2022-2023

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
1	<p><b>*Listening &amp; Speaking:</b> Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. p.48</p> <p><b>*Phonemic Awareness:</b> Phone me Segmentation p.57</p> <p><b>Phonics / Spelling:</b> Review Short Vowels and Consonants</p> <p><b>Comprehension:</b> Review of Christmas Term Topics or Continuation of Christmas topics (if incomplete)</p> <p><b>*Sight Words:</b> your, when, that, say, look, go, hot, Wednesday (Systematic Sight Word Folder) pp.64 - 67</p>	<ul style="list-style-type: none"> <li>Addition sums to 20 TB. pp.47-50</li> <li><b>*Time to Half Hour</b> TB. p.126</li> <li><b>*Place Value: 30 and 40 Number Pattern: Before and After Sets, Matching and Sets</b></li> <li><b>*Quarters to \$1.00</b> TB. pp.73; 75. 77-78</li> <li>Quarters to \$1.00: Equivalent</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Form and write various punctuation marks and symbols p.99</p>	<p>*Use Adjectives to describe nouns and pronouns. Words that tell how many p.115</p>	<p><b>Compose different types of poetry such as:</b></p> <ul style="list-style-type: none"> <li><b>List Poems</b> p.133</li> </ul>	<p>Theme- Needs Topic: Living things help each other p. 8</p> <ul style="list-style-type: none"> <li>Describe ways in which family members need each other.</li> <li>Demonstrate ways in which people help each other.</li> <li>State the importance of caring for the earth God created.</li> <li>Demonstrate ways to improve the school environment.</li> <li>Relate biblical characters cared for the environment.</li> </ul> <p>(Social Studies: p. Religious Studies: p. 18, HFLE: p. 29)</p>	<p><b>*Introduction to the Treble Clef / G Clef</b></p> <ul style="list-style-type: none"> <li>Showing the Treble Clef WITHOUT the staff</li> <li>Trace the Treble Clef</li> <li>Sing the Treble Clef Song (see YouTube) <a href="#">Gina and the Treble Clef - YouTube</a></li> </ul> <p>Refer to lesson kits</p>	<p><b>Art Appreciation</b> Become acquainted with the names of artists and their work; Brent Malone Amos Ferguson Leonardo da Vinci</p>	<p><b>Topic:</b> Manipulatives <b>Skill:</b> Throwing</p> <p>At the end of this lesson students will be able to demonstrate throwing (different directions, over objects, for height, distance, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
2	<p><b>*Listening &amp; Speaking:</b> Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. p.48</p> <p><b>*Phonemic Awareness:</b> Phone me Substitution p.59</p> <p><b>Phonics / Spelling:</b> *Short Vowel /Ee/ – Word Families (Onset &amp; Rime) p.64 (e.g. -ed, -eg, -en, -et)</p> <p><b>Comprehension:</b> *Main Idea &amp; Supporting Details (Stories) p.81</p> <p><b>*Sight Words:</b> put, friend, it, be, where, get, at, Thursday (Systematic Sight Word Folder) p.68 - 71</p>	<ul style="list-style-type: none"> <li><b>*Place Value: 50 and 60 Number Pattern: Before and After, Sets, Matching Sets</b> TB. pp.18-24</li> <li><b>*Skip Counting by Tens</b> TB. pp.67-72</li> <li><b>*The Ten Cent Coin</b></li> <li>The Ten Cent Coin: Money Value</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Write 0-9 D'Nealian numbers correctly -Write Ordinal Numbers - Numerals 20 –60 p.98</p>	<p>*Use Adjectives to describe nouns and pronouns Sensory Words p.115</p>	<p>Develop descriptive pieces:</p> <ul style="list-style-type: none"> <li>*Narrow ideas and elaborate on them</li> <li>Develop descriptive pieces that utilize interesting words pp. 126, 135</li> </ul> <p>*Based on the selected writing topic have students complete a sensory chart.</p> <p>*Utilize description in the sensory chart to develop sentences about the topic.</p>	<p>Theme: Changes Topic: Basic Changes p 9</p> <ul style="list-style-type: none"> <li>Discuss the meaning of the word change.</li> <li>Distinguish between the different types of weather conditions using images.</li> <li>Identify weather instruments and their uses</li> <li>Explain the changes observed in clouds.</li> <li>Compare the changes in clouds to the changes of one's emotions.</li> </ul> <p>(Science: pp. 82-83, HFLE: p.16)</p>	<p><b>The Treble Clef cont'd.</b></p> <ul style="list-style-type: none"> <li>Trace and Color the Treble Clef</li> <li>Sing the Treble Clef songs using dynamics</li> <li>Refer to the lesson Kits</li> </ul>	<p><b>Art Appreciation</b> Become acquainted with the names of artists and their work; Brent Malone Amos Ferguson Leonardo da Vinci</p>	<p><b>Topic:</b> Manipulatives <b>Skill:</b> Catching</p> <p>At the end of this lesson students will be able to demonstrate catching (different size objects, from various height or distance, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
3	<p><b>*Listening &amp; Speaking:</b> Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. p.48</p> <p><b>Phonemic Awareness:</b> *Phoneme Substitution p.59</p> <p><b>Phonics/Spelling:</b> *Short Vowel /Uu/ – Word Families (Onset &amp; Rime) p.64 (e.g. -ut, -ug, -ud, -um)</p> <p><b>Comprehension: :</b> *Main Idea &amp; Supporting Details (Stories) p.81</p> <p><b>*Sight Words:</b> green, yellow, red, brown, blue, pink, purple, white, orange, black (Systematic Sight Word Folder) p.72 - 75</p>	<ul style="list-style-type: none"> <li><b>*Place Value: 50 and 60 Number Pattern: Before and After, Sets, Matching Sets</b> TB. pp.18-24</li> <li><b>*Skip Counting by Fives</b> TB. p.67-72</li> <li>The Ten Cent Coin</li> <li>The Ten Cent Coin: Money Value</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Write 0-9 D'Nealian numbers correctly -Write Ordinal Numbers - Numerals 50 –60 p.98</p>	<p>*Produce the correct Pronouns for the nouns they replace Pronouns: They, You, We, Us, Them p.109</p>	<p>Develop descriptive pieces:</p> <ul style="list-style-type: none"> <li><b>Organize ideas into a paragraph using a topic sentence and supporting details.</b> p. 128</li> </ul>	<p>Theme: Changes Topic: Basic Changes p.9</p> <ul style="list-style-type: none"> <li>Explain the changes that occurred in a biblical character's life as a result of obedience.</li> <li>Relate how disobedience to God's word can change our lives.</li> <li>Discuss the possible affects of obedience and/or disobedience on one's emotions.</li> <li>Explain the importance of obeying rules in the home.</li> </ul> <p>(Religious Studies: p.13, Social Studies p. 22)</p>	<p><b>*Introduction to the Bass Clef / 'F' Clef</b></p> <ul style="list-style-type: none"> <li>Showing the BASS Clef with Staff lines</li> <li>Trace the Bass Clef</li> <li>Sing the Bass Clef Song</li> <li>Watch Farmer Fred and the Bass Clef (Youtube)</li> </ul> <p><a href="#">Farmer Fred and the Bass Clef - YouTube</a> Refer to MOE PA lesson kits</p>	<p><b>Art Appreciation</b> Become acquainted with the names of artists and their work; Brent Malone Amos Ferguson Leonardo da Vinci</p>	<p><b>Topic:</b> Manipulatives <b>Skill:</b> Striking with hands</p> <p>At the end of this lesson students will be able to improve hand-eye coordination by using their hands to make contact and hit an object.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
4	<p><b>*Listening &amp; Speaking:</b> Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. p.48</p> <p><b>*Phonemic Awareness:</b> Rhyming Words p.61</p> <p><b>Phonics/ Spelling:</b> Syllabication p.67</p> <p><b>Comprehension:</b> *Sequence of Events p.82</p> <p><b>*Sight Words:</b> who, about, an, yes, today, cold, now, Friday (Systematic Sight Word Folder) pp.76 -79</p>	<ul style="list-style-type: none"> <li>Addition Sums to 20 TB. pp.47-50</li> <li>Translation of Patterns TB. pp.14-16</li> <li>Objects in a Plane 3D Shapes TB. pp.85-92</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Write 0-9 D'Nealian numbers correctly -Write Ordinal Numbers - Numerals 50 –80 p.98</p>	<p>*Apply the rules of subject-verb agreement p.114</p>	<p><b>Develop descriptive pieces:</b></p> <ul style="list-style-type: none"> <li><b>Compose varied and interesting introductions for descriptive writing pieces</b> p.129</li> </ul>	<p>Theme: Changes Topic: Changes around me p.10</p> <ul style="list-style-type: none"> <li>Describe the effects of the changes in temperature and weather on the seasons.</li> <li>Discuss how changes in seasons can affect people. (health, dress, physical, etc.)</li> <li>Identify family leisure activities appropriate for each season.</li> </ul> <p>(Science: p. 83, Social Studies: p.22)</p>	<p><b>BASS Clef Cont.'</b></p> <p>Trace and Color the Bass Clef</p> <p>Sing the Bass Clef Song using dynamics</p>	<p><b>Art Appreciation</b> Become acquainted with the names of artists and their work; Brent Malone Amos Ferguson Leonardo da Vinci</p>	<p><b>Topic:</b> Manipulatives <b>Skill:</b> Striking with feet</p> <p>At the end of this lesson students will be able to improve hand-eye coordination by using their feet to make contact and hit an object.</p>
5	<p><b>*Listening &amp; Speaking:</b> Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. p.48</p>	<ul style="list-style-type: none"> <li><b>*Place Value: 70 Number Pattern (Before and After, Sets and Matching Sets)</b> TB. pp.18-24</li> <li>Skip Counting by Fives</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Write 0-9 D'Nealian numbers correctly</p>	<p>*Apply the rules of subject-verb agreement p.114</p>	<p><b>Develop Descriptive pieces:</b></p> <p><b>Utilize various methods of concluding for descriptive writing pieces</b> p.130</p>	<p>Theme: Changes Topic: Changes around me p.10</p> <ul style="list-style-type: none"> <li>Conclude that medicines are drugs that can be helpful or harmful to the body.</li> </ul>	<p><b>*Tone Color Sub Topic: The Voice</b></p> <ul style="list-style-type: none"> <li>Sing Cultural Songs using the soprano (sop.) voice</li> <li>Identify the</li> </ul>	<p><b>Value</b> Recognize light and dark;</p>	<p><b>Topic:</b> Manipulatives <b>Skill:</b> Dribbling with hands</p> <p>At the end of this lesson students will be able to improve hand-eye coordination by using their hands to</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>Phonemic Awareness:</b> * Phoneme Deletion p.60</p> <p><b>Phonics / Spelling:</b> *Consonant R Blends p.68</p> <p><b>Comprehension:</b> *Sequence of Events p.82</p> <p><b>*Sight Words:</b> up, sleep, as, they, give, use, how, Saturday (Systematic Sight Word Folder) p.80 - 83</p>	<p>TB. pp. 67-72</p> <ul style="list-style-type: none"> <li>The Five Cent Coin: Equivalent</li> <li>The Five Cent Coin: Money Value</li> </ul>	<p>-Write Ordinal Numbers</p> <p>- Numerals 50 –80 p.98</p>			<ul style="list-style-type: none"> <li>Explain the importance of following rules for taking medicine.</li> <li>Relate the change that occurred in the lives of sick people that came in contact with Jesus</li> <li>State how Jesus and his helpers changed the lives of people.</li> </ul> <p>(Religious Studies: p. 15-16, HFLE: p. 17)</p>	soprano voice as played on a recording		transition around the playing area.
6	<p><b>*Listening &amp; Speaking:</b> Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. p.48</p> <p><b>Phonemic Awareness:</b> *Phoneme Deletion p.60</p> <p><b>Phonics / Spelling:</b> *Consonant L Blends p.68</p> <p><b>*Comprehension:</b> Realism &amp; Fantasy</p>	<ul style="list-style-type: none"> <li><b>*Subtracting Whole Numbers</b> TB. pp.79-81</li> <li>Translation of Patterns TB. pp. 14-16</li> <li>Objects in a Plane TB. pp.103-108</li> <li>Estimating Lengths and Heights</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Write 0-9 D'Nealian numbers correctly</p> <p>-Write Ordinal Numbers - Numerals 20–90 p.98</p>	<p>*Apply the correct tenses to verbs Past Tense p.111</p>	<p><b>Develop Descriptive pieces:</b></p> <ul style="list-style-type: none"> <li>*Write descriptive essays that utilize interesting words p.135</li> </ul> <p>Review</p> <ul style="list-style-type: none"> <li>*Narrow Ideas</li> <li>*Organize ideas and develop topic sentence</li> <li>*Compose interesting introductions</li> <li>*Utilize various methods of</li> </ul>	<p>Theme: Changes Topic: Dealing with changes p.11</p> <ul style="list-style-type: none"> <li>State some physical differences observed in the stages of human development.</li> <li>Explain the changes that occur in the abilities of infants, children and adults.</li> <li>Examine the differences in the ability of an average child and</li> </ul>	<p><b>Singing and Performing Cultural Song(s) in prep. Commonwealth Day</b></p> <p>*Bahamian Song *Draw and Color the Bahamian Flag *Dance the heel and Toe to a cultural Song</p>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Primary colours</li> <li>Secondary colours</li> </ul>	<p><b>Topic:</b> Manipulatives <b>Skill:</b> Dribbling with feet</p> <p>At the end of this lesson students will be able to improve hand-eye coordination by using their feet to transition around the playing area.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	p.83 <b>Sight Words:</b> Review (Systematic Sight Word Folder) p.84 - 86				concluding descriptive pieces	that of a special needs child.  <ul style="list-style-type: none"> <li>Discuss the meaning of the word obstacles with an example.</li> <li>Explain how a biblical character overcame obstacles.</li> <li>Give examples of ways one can overcome daily obstacles.</li> </ul> (Religious Studies: p. 7, HFLE: p.13, Science: p. 67)			
<b>7</b>	<b>*Listening &amp; Speaking:</b> Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. p.48  <b>Phonemic Awareness:</b> *Phoneme Addition p.60  <b>Phonics / Spelling:</b> *Consonant S Blends p.68  <b>Comprehension:</b>	<ul style="list-style-type: none"> <li>Subtracting Whole Numbers TB. pp.79-81</li> <li><b>*Place Value: Numbers 80-100 (Before and After, Sets, and Matching Sets)</b></li> </ul>	*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96  Write 0-9 D'Nealian numbers correctly <ul style="list-style-type: none"> <li>80-100 p.98</li> </ul>	*Apply the correct tenses to verbs Present Tense p.111	<b>Develop Descriptive pieces:</b> <ul style="list-style-type: none"> <li>*Write descriptive essays that utilize interesting words p.135</li> </ul> Review <ul style="list-style-type: none"> <li>*Narrow Ideas</li> <li>*Organize ideas and develop topic sentence</li> <li>*Compose interesting introductions</li> </ul> *Utilize various	Theme: Values Topic: Identifying Values p. 12 <ul style="list-style-type: none"> <li>Define the word value.</li> <li>Identify things that we should value. (self, others, earth etc.)</li> <li>Discuss the earth and its components and their value to our lives.</li> <li>Investigate the various bodies of</li> </ul>	<b>*Bahamian Composers/Songs</b>  *Timothy Gibson *Phil Stubbs *Perseverance *Church Out Crab Walking' *Hurricane is Coming	<b>Colour</b> <ul style="list-style-type: none"> <li>Primary colours</li> <li>Secondary colours</li> </ul>	<b>Topic:</b> Manipulatives <b>Skill:</b> Batting  At the end of this lesson students will be able to improve hand-eye coordination to hit objects successfully for distance.

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>*Realism &amp; Fantasy p.83</p> <p><b>*Sight Words:</b> fast, please, down, for, him, her, why, upon (Systematic Sight Word Folder) p.87 - 90</p>				methods of concluding descriptive pieces	water found on the earth, and their value to our lives. (Science: p.77)			
<b>8 MID TERM</b>	<p><b>*Listening &amp; Speaking:</b> Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. p.48</p> <p><b>Phonemic Awareness:</b> *Phoneme Addition p.60</p> <p><b>Phonics / Spelling:</b> Review Short Vowels and Consonant Blends</p> <p><b>Comprehension:</b> Review: Main Idea &amp; Supporting Details, Sequencing of Events &amp; Realism/Fantasy</p> <p><b>*Sight Words:</b> could, walk, has, take, of, laugh, drink, far (Systematic Sight</p>	<ul style="list-style-type: none"> <li>Subtracting Whole Numbers TB. pp.79-81</li> <li><b>*Place Value: Numbers 0 – 100 (Before and After, Sets and Matching Sets)</b></li> <li>Estimate or Count</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Write 0-9 D'Nealian numbers correctly</p> <p>Numerals 80-100 p.98</p>	Review Skills taught in Weeks 1-8 Easter Term.	Compose an invitation to an event. p.137	<p>Theme: Values Topic: Identifying Values p. 12</p> <ul style="list-style-type: none"> <li>Define the word respect.</li> <li>Compare and contrast the definitions of values and respect.</li> <li>Explain the importance of showing respect to the earth.</li> <li>Explain in their own words "The Golden Rule".</li> </ul> <p>(Social Studies: pg. HFLE: p. 24, Religious Studies: p.24)</p>	<p>Bahamian Composers / Songs Cont.'</p> <p>Rev. Dr. Phillip Rahming Clement Bethel Cleophas Adderley Others (Teacher's Choice)</p> <p>Review of completed term's lessons</p>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Primary colours</li> <li>Secondary colours</li> </ul>	<p><b>Topic:</b> Manipulatives <b>Skill:</b> Ball Rolling</p> <p>At the end of this lesson students will be able to control body movements by rolling the ball for a distance or to knock over objects.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	Word Folder) pp.91 - 94								
<b>9</b> <b>MID</b> <b>TERM</b>	<p><b>*Listening &amp; Speaking:</b> Use Standard English and dialect expressions appropriately Cont'd. p.49</p> <p><b>Phonemic Awareness:</b> *Phoneme Addition &amp; Deletion p.60</p> <p><b>* Phonics / Spelling:</b> Long Vowel /Aa/ - Final e, ai, ay p.65</p> <p><b>Comprehension:</b> *Cause and Effect p.87</p> <p><b>Sight Words:</b> had, don't, some, them, by, very, old, went (Systematic Sight Word Folder) pp.95 - 98</p>	<ul style="list-style-type: none"> <li>Subtracting Whole Numbers TB. pp.79-81</li> <li><b>*Bar Graphs</b> TB. pp.151-152</li> <li>Interpreting, Drawing Conclusions and Making Predictions about Graphs</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Write 0-9 D'Nealian numbers correctly</p> <ul style="list-style-type: none"> <li>Numerals 0-100</li> </ul> <p>p.98</p>	*Compound Nouns. p.105	Compose an invitation to an event. p.137	<p>Theme: Values Topic: Identifying Values p.12</p> <ul style="list-style-type: none"> <li>Demonstrate ways to show respect for self and others. p. 13</li> <li>Justify why their bodies are important.</li> <li>Distinguish between appropriate and inappropriate touches.</li> <li>Explain ways that they can show value for their bodies while interacting with others.</li> <li>Conclude that their bodies are special and certain parts should be covered and protected. (HFLE: pp. 20-21, Religious Studies: pp 24)</li> </ul>	<p>Caribbean Cultural Music</p> <ul style="list-style-type: none"> <li>Bob Marley</li> <li>Machal Montano</li> <li>Other (Teacher's Choice) Age appropriate</li> </ul>	<p><b>Art Appreciation</b></p> <ul style="list-style-type: none"> <li>Claude Monet</li> <li>Vincent Van Gogh</li> </ul>	<p><b>Topic:</b> Manipulatives <b>Skill:</b> Bouncing</p> <p>At the end of this lesson students will be able to transition will a ball from one point to another.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
10	<p><b>*Listening &amp; Speaking:</b> Use Standard English and dialect expressions appropriately Cont'd. p.49</p> <p><b>Phonemic Awareness:</b> *Phoneme Addition &amp; Deletion p.60</p> <p><b>*Phonics / Spelling:</b> Long Vowel /li/ - Final e, ie p.65</p> <p><b>Comprehension:</b> *Cause and Effect p.87</p> <p><b>*Sight Words:</b> five, ten, two, seven, nine, three, eight, one, six, four (Systematic Sight Word Folder) p.99 - 102</p>	<ul style="list-style-type: none"> <li>Addition and Subtracting of Whole Numbers TB. pp.47-50</li> <li>2D and 3D Shapes TB. pp.55-58</li> <li>Pictographs</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Write 0-9 D'Nealian numbers correctly</p> <ul style="list-style-type: none"> <li>Numerals 0-100 p.98</li> </ul>	<p>*Identify Verbs Helping Verbs p.110</p>	<p><b>Demonstrate voice in narrative writing pieces</b></p> <p>pp.131,134</p>	<p>Theme: Values Topic: Identifying Values p.13</p> <ul style="list-style-type: none"> <li>Explain the difference between friends and strangers.</li> <li>Identify qualities of a friend.</li> <li>Summarize the friendship of David and Johnathan</li> <li>Identify ways that David and Johnathan showed value for their friendship.</li> </ul> <p>(Religious Studies: p. 24)</p>	<p><b>International Composers</b></p> <ul style="list-style-type: none"> <li>Allan Menken</li> <li>Disney Songs (Dynamics, tempo, instruments, voices)</li> <li>Bare Necessities</li> <li>Hakuna Matata</li> <li>Let it go</li> <li>Colours of the Wind</li> <li>Wow Far I'll go</li> </ul>	<p><b>Art Appreciation</b></p> <ul style="list-style-type: none"> <li>Claude Monet</li> <li>Vincent Van Gogh</li> </ul>	<p><b>Topic:</b> Manipulatives <b>Skill:</b> Volleying</p> <p>At the end of this lesson students will be able to control balls over and across objects.</p>
11	<p><b>*Listening &amp; Speaking:</b> Use Standard English and dialect expressions appropriately Cont'd. p.49</p>	<ul style="list-style-type: none"> <li>Symmetry</li> <li>Fractions: Numerator and Denominator TB. pp.115-122</li> <li><b>*Fractions: Part of a Whole or Group</b></li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Review letters previously introduced</p> <ul style="list-style-type: none"> <li>Digraph /ch/, /tch/ Word List</li> </ul>	<p>*Provide synonyms for given words p. 119</p>	<p><b>Demonstrate voice in narrative writing pieces</b></p> <p>p.131 &amp; 134</p>	<p>Theme: Values Topic: Identifying Values p. 13</p> <ul style="list-style-type: none"> <li>Identify ways that they should show values for their home.</li> </ul>	<p><b>Listening Musicianship</b></p> <p>Listening Exercises include: - Identifying dynamics played, tempo- fast &amp; Slow, Tone Color, Voices (high and low) Instruments High and low pitched</p>	<p><b>Space</b></p> <ul style="list-style-type: none"> <li>Positive</li> <li>Negative</li> </ul>	<p><b>Topic:</b> Manipulatives <b>Skill:</b> Jump Rope</p> <p>At the end of this lesson students will be able to control a jump rope and successfully turn and jump over the rope consecutively.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>Phonemic Awareness:</b> *Phoneme Categorization p.56</p> <p><b>* Phonics/Spelling:</b> Long Vowel /Uu/ - Final e, ui p.65</p> <p><b>Comprehension:</b> Making Inferences p.86</p> <p><b>*Sight Words:</b> was, around, tell, eat, think, our, gave, once (Systematic Sight Word Folder) pp.103 - 106</p>	<p>TB. p.49</p> <ul style="list-style-type: none"> <li>Addition and Subtraction TB. pp.47-49; 79-81</li> </ul>	<p>p.96</p> <p>Write 0-9 D'Nealian numbers correctly Numerals 0-100 p.98</p>			<ul style="list-style-type: none"> <li>State reasons why we should value the various landforms.</li> <li>Differentiate landforms using illustrations and models.</li> <li>Predict the components of hills and how they are formed.</li> </ul> <p>(Science: p.78, Social Studies: pp. 28-30)</p>	Oral Quiz		
<b>12</b>	<p><b>*Listening &amp; Speaking:</b> Use Standard English and dialect expressions appropriately Cont'd. p.49</p> <p><b>Phonemic Awareness:</b> *Phoneme Categorization p.56</p> <p><b>*Phonics / Spelling:</b> Long Vowel /Oo/ - Final e, oa, oe p.65</p>	<ul style="list-style-type: none"> <li>Symmetry</li> <li>Fractions: Numerator and Denominator TB. pp. 115-122</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Write 0-9 D'Nealian numbers correctly Numerals 0-100 p.98</p>	Use Conjunctions to join words or phrases p.118	<b>Demonstrate voice in descriptive writing pieces. pp.131, 135</b>	<p>Theme: Value Topic: Identifying Values p. 14</p> <ul style="list-style-type: none"> <li>Define the term natural resources.</li> <li>Differentiate natural resources from other resources.</li> <li>Discuss the value of natural resources.</li> <li>Explain the terms reduce, reuse, recycle in their own words</li> </ul>	<p>Introduction to Tempo *Define Tempo *Identify Fast and Slow animals (Tortoise and the Hare) *Say whether the music is fast or Slow</p>	<p><b>Space</b></p> <ul style="list-style-type: none"> <li>Positive</li> <li>Negative</li> </ul>	<p><b>Topic:</b> Manipulatives <b>Skill:</b> Tossing</p> <p>At the end of this lesson students will be able to aim for control and distance by throwing objects.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>Comprehension:</b> Making Inferences p.86</p> <p><b>*Sight Words:</b> came, found, out, his, ask, draw, ate, fall (Systematic Sight Word Folder) pp.107 - 110</p>					Science: pp. 78-79, HFLE: p. 29)			
<b>13</b>	<p><b>*Listening &amp; Speaking:</b> Use Standard English and dialect expressions appropriately Cont'd. p.49</p> <p><b>Phonemic Awareness:</b> *Phoneme Categorization p.56</p> <p><b>*Phonics / Spelling:</b> Long Vowels /Ee/ ee, ea p.65</p> <p><b>Comprehension:</b> Review: Cause and Effect and Drawing Conclusions</p> <p><b>*Sight Words:</b> going, write, stop, into, got, made, new, would (Systematic Sight Word Folder) pp.111 - 114</p>	<ul style="list-style-type: none"> <li>Fractions: Part or a Whole or Group TB. p. 49</li> <li>Addition and Subtraction TB. pp.47-49; 79-81</li> <li>Revision</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Write 0-9 D'Nealian numbers correctly Fraction Numbers p.98</p>	*Provide antonyms for given words. p.120	<p><b>Demonstrate voice in descriptive writing pieces. pp. 131, 135</b></p>	<p>Theme: Values Topic: Sharing Values p.14</p> <ul style="list-style-type: none"> <li>Relate the value of the environment and how it provides food, shelter and protection.</li> </ul> <p>(Science: pp. 78-79, HFLE: p. 29, Religious Studies:</p> <p><b><u>Easter Story (pp. 21-23)</u></b></p>	<p><b>Tempo Changes using Cultural Songs or Other</b></p> <ul style="list-style-type: none"> <li>*Identify and Describe changes</li> <li>*Compare changes in songs</li> </ul>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>Natural textures</li> <li>Manmade textures</li> </ul>	<p><b>Topic:</b> Manipulatives <b>Skill:</b> Combined Skills (Mini Games)</p> <p>At the end of this lesson students will be able to control body movements and manipulate objects through play.</p>

DEPARTMENT OF EDUCATION ○ PRIMARY CURRICULUM SECTION

**NATIONAL PACING GUIDE – GRADE 1**  
**SUMMER TERM**

THE ACADEMIC YEAR 2022-2023

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
1	<p><b>*Listening &amp; Speaking:</b> Use Standard English and dialect expressions appropriately Cont'd. p.49</p> <p><b>Phonemic Awareness:</b> *Rhyming Words p.61</p> <p><b>* Phonics / Spelling:</b> Consonant Digraph /sh/ p. 69</p> <p><b>Comprehension:</b> Fact and Opinion p. 84</p> <p><b>*Sight Words:</b> best, together, over, long, off, small, sit, were (Systematic Sight Word Folder) p].115 118</p>	<ul style="list-style-type: none"> <li>Time to the Half Hour TB. pp.126-127</li> <li>Elapsed Time</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Write 0-9 D'Nealian numbers correctly Fraction Numbers p.98</p>	<p>Identify the simple subject and the simple predicate of a sentence p.113</p>	<p><b>Compose different types of poems:</b> <b>Rhyming</b> p.133</p>	<p>Theme: Values Topic: Sharing Values p.14</p> <ul style="list-style-type: none"> <li>Interpret the meaning of the term sharing.</li> <li>Summarize the story of feeding the five thousand and give evidence of sharing.</li> <li>Give examples of ways that people can help each other</li> <li>Give examples of ways that they can care for their school.</li> <li>Distinguish their school from others.</li> </ul> <p>(Religious Studies: p.10, Social Studies: pp.32, 36, 39, 40, 42)</p>	<p><b>*Percussion Instruments</b></p> <ul style="list-style-type: none"> <li>Definition of Percussion</li> <li>Listen to Percussions</li> <li>Play Percussions</li> </ul>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>Natural textures</li> <li>Manmade textures</li> </ul>	<p><b>Topic:</b> Track and Field <b>Skill:</b> Sprints 60m –100m</p> <p>At the end of this lesson students will be able to demonstrate running speed and control over a short distance.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
2	<p><b>*Listening &amp; Speaking:</b> Use Standard English and dialect expressions appropriately Cont'd. p.49</p> <p><b>Phonemic Awareness:</b> *Phoneme Segmentation p.57</p> <p><b>*Phonics / Spelling:</b> Consonant Digraph /th/ p.69</p> <p><b>Comprehension:</b> Fact and Opinion p.84</p> <p><b>Sight Words:</b> Review Sight Words (Systematic Sight Word Folder) pp.119-121</p>	<ul style="list-style-type: none"> <li>Time to the Hour and Half Hour TB. pp.124,126-127</li> <li>Elapsed Time</li> <li>Addition and Subtraction TB. pp.47-50; 79-81; 57-59</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Form and write punctuation marks and symbols p.99</p>	Singular and plural possessive nouns p.108	<p><b>Write from different points of view</b> p.132</p> <p>*This skill can be applied to any type of writing. (narrative, descriptive or poetry)</p>	<p>Theme: Values Topic: Effects of Values p.15</p> <ul style="list-style-type: none"> <li>Discuss ways to demonstrate our value for others by serving.</li> <li>Give examples of ways that biblical children valued others in the serving of the sick, elderly etc.</li> <li>Identify ways to value others through serving the sick, elderly etc.</li> <li>Relate the definition of germs and how they can affect the body</li> </ul> <p>(Religious Studies: p.6, HFLE. p. 22)</p>	<p><b>Percussion Instruments Cont.'</b></p> <p>Trace and Color Percussion Instruments namely; - Triangle, Drum, Xylophone, Maracas</p> <p>Trace the names of Percussion Instrument</p> <p>Collectively spell the names of the Percussion Instruments</p>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Patterns in the environment</li> <li>Repeat patterns</li> <li>Recognize patterns in blocks, tiles, fabric</li> </ul>	<p><b>Topic:</b> Track and Field <b>Skill:</b> Middle Distance 200m</p> <p>At the end of this lesson students will be able to demonstrate running speed, endurance, and control over a middle distance</p>
3	<p><b>*Listening &amp; Speaking:</b> Employ key vocabulary/phrases that good communicators use p.50</p>	<ul style="list-style-type: none"> <li>Skip Counting by Twos TB. pp.67-72</li> <li>Pictographs TB. pp.55-58</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p>	Use Prepositions to link words and sentences p.117	<p><b>Write from different points of view</b> p.132</p> <p>*This skill can be applied to any type of writing. (narrative, descriptive or poetry)</p>	<p>Theme: Values Topic: Effects of Values p.15</p> <ul style="list-style-type: none"> <li>State the affects of germs on the body.</li> <li>Explain how to</li> </ul>	<p><b>Percussion Instruments</b></p> <p>Trace and Color Percussion Instruments namely; - Tambourine, Tone Block, Sand block, Other</p>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Patterns in the environment</li> <li>Repeat patterns</li> <li>Recognize patterns in</li> </ul>	<p><b>Topic:</b> Track and Field <b>Skill:</b> Middle Distance 400m</p> <p>At the end of this lesson students will be able to demonstrate running speed,</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>Phonemic Awareness:</b> *Phoneme Blending p.58</p> <p><b>*Phonics / Spelling:</b> Consonant Digraph /ch/ /tch/ p.69</p> <p><b>Comprehension:</b> Compare and Contrast p.85</p> <p><b>*Sight Words:</b> thank, school, but, own, never, fly, know, much (Systematic Sight Word Folder) pp.122 - 125</p>		Form and write punctuations marks and symbols p.99			<p>take care of their environment.</p> <ul style="list-style-type: none"> <li>Distinguish between the characteristics of vectors and animals.</li> <li>Describe an environment in which vectors can breed.</li> </ul> <p>(HFLE: p.22, Science: p. 76)</p>	<p>Trace the names of Percussion Instrument</p> <p>Collectively Spell the names of the Percussion instruments</p>	blocks, tiles, fabric	endurance, and control over a middle distance
4	<p><b>*Listening &amp; Speaking:</b> Employ key vocabulary/phrases that good communicators use p.50</p> <p><b>Phonemic Awareness:</b> *Phoneme Blending p.58</p> <p><b>*Phonics / Spelling:</b> Digraph -ck p. 69</p>	<ul style="list-style-type: none"> <li>Graphs TB. p.93</li> <li>Probability</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Form and write punctuations marks and symbols p.99</p>	*Use the correct gender for a noun. p.106	<p>Develop expository pieces:</p> <ul style="list-style-type: none"> <li>Write expository essays (how-to-paragraphs/provide information)</li> <li>Narrow ideas and elaborate on them pp.126, 136</li> </ul>	<p>Theme: Socialization Topic: Understanding Socialization p.16</p> <ul style="list-style-type: none"> <li>Identify acts of kindness.</li> <li>Explain and recall scriptures that teach of being kind one to another.</li> <li>Relate ways to show kindness to others at home, school or the community.</li> </ul>	<p><b>*String Instruments</b></p> <ul style="list-style-type: none"> <li>Learn the Definition of a string instrument</li> <li>Listen to Strings played</li> <li>Make String instruments using card board</li> <li>Play / strum a string instrument (depending on availability)</li> </ul>	<p><b>Art Appreciation</b></p> <ul style="list-style-type: none"> <li>Pablo Picasso</li> <li>Salvador Dali</li> </ul>	<p><b>Topic:</b> Track and Field <b>Skill:</b> Long Distance 800m</p> <p>At the end of this lesson students will be able to demonstrate running speed, endurance, and control over a long distance.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>Comprehension:</b> Compare and Contrast p.85</p> <p><b>*Sight Words:</b> which, always, try, must, under, open, just, buy (Systematic Sight Word Folder) pp.126 - 129</p>					<ul style="list-style-type: none"> <li>Discuss appropriate ways to take care of one's body.</li> <li>Relate the importance of providing the body with the appropriate foods and water in order for body parts to function properly.</li> </ul> <p>(Religious Studies: p. 17, HFLE: p. 19)</p>			
<b>5</b>	<p><b>*Listening &amp; Speaking:</b> Employ key vocabulary/phrases that good communicators use p.50</p> <p><b>Phonemic Awareness:</b> *Phoneme Segmentation p.57</p> <p><b>*Phonics / Spelling:</b> Inflectional Endings (-ed and -ing) p.72</p> <p><b>Comprehension:</b> *Drawing Conclusions p.88</p>	<ul style="list-style-type: none"> <li>Time to the Half Hour TB. p.126-127</li> <li>Elapsed Time</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Form and write punctuations marks and symbols p.99</p>	Use exact words to name a part of an entire collection of people, animals or things. p.107	<p><b>Develop expository pieces:</b></p> <ul style="list-style-type: none"> <li><b>Sequence ideas appropriately using transitional words</b></li> <li>Organize ideas into a paragraph using a topic sentence and supporting details. p.127, 128</li> </ul>	<p>Theme: Socialization Topic: Understanding Socialization p. 16</p> <ul style="list-style-type: none"> <li>Share ways in which they can be helpful to visitors and entertain them.</li> <li>Provide a definition for the word socialize</li> <li>Give examples of ways in which they can socialize with others.</li> </ul> <p>(Social Studies: p.44)</p>	<p><b>String Instruments Cont'd.</b></p> <p>Trace and Color String Instruments namely: - Guitar, Violin</p> <p>Trace the spelling of the names of the instruments</p> <p>Collectively spell the names of the string instruments: Guitar Violin</p>	<p><b>Art Appreciation</b></p> <ul style="list-style-type: none"> <li>Pablo Picasso</li> <li>Salvador Dali</li> </ul>	<p><b>Topic:</b> Track and Field <b>Skill:</b> Long Jump</p> <p>At the end of this lesson students will be able to demonstrate a horizontal jump for the best distance.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>*Sight Words:</b> before, its, then, from, after, cut, many, shall (Systematic Sight Word Folder) pp.130 - 133</p>								
6	<p><b>*Listening &amp; Speaking:</b> Employ key vocabulary/phrases that good communicators use p.50</p> <p><b>Phonemic Awareness:</b> *Phoneme Segmentation p.57</p> <p><b>Phonics / Spelling:</b> Contractions p.71</p> <p><b>Comprehension:</b> *Drawing Conclusions p.88</p> <p><b>*Sight Words:</b> again, myself, live, warm, pull, may, does, first, goes, better (Systematic Sight Word Folder) pp.134 - 137</p>	<ul style="list-style-type: none"> <li><b>*Surface Area</b> TB. pp.146-149</li> <li><b>*Fact Families</b> TB. pp.130-132</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Form and write punctuations marks and symbols p.99</p>	<p>*Apply capitalization rules p.122</p>	<p><b>Develop expository pieces:</b></p> <ul style="list-style-type: none"> <li><b>Write expository essays (how-to- or provide information)</b> p.136</li> </ul> <p>Review</p> <ul style="list-style-type: none"> <li><b>*Narrow ideas and elaborate on them</b></li> <li><b>*Sequence ideas appropriately using transitional words</b></li> <li>*Organize ideas into a paragraph using a topic sentence and supporting details.</li> </ul>	<p>Theme: Socialization Topic: Socializing with other p. 17</p> <ul style="list-style-type: none"> <li>Identify symbols used to represent the concept of love.</li> <li>Explain the tow great commandments</li> <li>Relate ways in which they show love in their home.</li> <li>Demonstrate ways to show love to people that are ill or sick.</li> <li>State safe interactions with persons infected with STI's.</li> </ul> <p>(Religious Studies: p. 20, Social Studies: p.12, HFLE pp. 23-24)</p>	<p><b>String Instruments Cont.'</b></p> <p>Make String Instruments namely: - Guitar, Violin using card board, yarn, rubber bands other</p>	<p><b>Balance</b> Symmetrical Asymmetrical</p>	<p><b>Topic:</b> Track and Field <b>Skill:</b> Softball Throw</p> <p>At the end of this lesson students will be able to demonstrate throwing a softball for the best distance.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
7	<p><b>*Listening &amp; Speaking:</b> Employ key vocabulary/phrases that good communicators use p.50</p> <p><b>*Phonemic Awareness:</b> Phone me Substitution p.59</p> <p><b>Phonics / Spelling:</b> Alphabetical Order p.70</p> <p><b>Comprehension:</b> Making Judgements p.89</p> <p><b>*Sight Words:</b> their, start, kind, hurt, pick, only, so, been, clean, right (Systematic Sight Word Folder) pp.138 - 141</p>	<ul style="list-style-type: none"> <li><b>*Two-Digit Addition</b></li> <li>Addition and Subtraction TB. pp.47-50; 79-81</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Form and write punctuations marks and symbols p.99</p>	Differentiate among homophones p.121	<p><b>Develop persuasive pieces:</b></p> <ul style="list-style-type: none"> <li><b>Write an essay utilizing persuasive techniques</b></li> <li><b>Narrow ideas and elaborate on them</b></li> <li><b>Organize ideas using a topic sentence</b></li> </ul> <p>p.138</p> <p>*Provide an opinion based on a selected topic.</p>	<p>Religious Studies: Pentecost (Whitsun) p. 26</p> <p>Theme: Socialization Topic: Socializing with others p. 17</p> <ul style="list-style-type: none"> <li>Define the term force.</li> <li>Describe the effects of push and pull -on objects and people.</li> <li>Explain the relationship of magnets and metals</li> </ul> <p>(Science: pp. 88-89) Safety in the Home (Social Studies)</p>	<p><b>Instrument Review</b></p> <p>*What is Percussion Instrument</p> <p>* String Instrument</p> <p>*Complete oral and written exercises on percussion and string instruments</p>	<p><b>Contrast</b></p> <ul style="list-style-type: none"> <li>Light versus dark</li> <li>Rough versus smooth</li> <li>Large versus small</li> </ul>	<p><b>Topic:</b> Track and Field <b>Skill:</b> Relay 4x100m sprints</p> <p>At the end of this lesson students will be able to demonstrate running speed and control over a short distance using a team of four.</p>
8	<p><b>*Listening &amp; Speaking:</b> Employ key vocabulary/phrases that good communicators use p.50</p> <p><b>*Phonemic Awareness:</b> Phone me Substitution p.59</p>	<ul style="list-style-type: none"> <li>Two-Digit Addition</li> <li>Addition and Subtraction TB. pp. 47-50; 79-81</li> </ul>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p> <p>Form and write punctuations marks and symbols.</p>	Differentiate among homophones p.121	<p><b>Develop persuasive pieces:</b></p> <ul style="list-style-type: none"> <li><b>Write an essay utilizing persuasive techniques</b></li> <li><b>Narrow ideas and elaborate on them</b></li> <li><b>Organize ideas</b></li> </ul>	<p>Theme: Socialization Topic: The affects of socialization p. 18</p> <ul style="list-style-type: none"> <li>Explain the importance of laws and rules in the home, school and country.</li> <li>Identify people in</li> </ul>	<p>Lesson Review Recap of topics:- Treble Clef Bass Clef Bahamian Composers / Songs International Composers / Songs Listening musicianship Tempo Percussion</p>	<p><b>Dominance</b> Identify dominance or point of interest in a work of art and say what makes it so.</p>	<p><b>Topic:</b> Track and Field <b>Skill:</b> Relay 4x400m</p> <p>At the end of this lesson students will be able to demonstrate running speed and control over a</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>Phonics / Spelling:</b> Alphabetical Order p.70</p> <p><b>Comprehension:</b> Making Judgements p.89</p> <p>* <b>Sight Words:</b> every, these, hold, done, both, show, well, those, wash, because (Systematic Sight Word Folder) pp.142 - 145</p>		p.99		<p><b>using a topic sentence</b> p.138</p> <p>*Provide an opinion based on a selected topic.</p> <p>*Use words to express one's feelings on the topic with supporting ideas.</p>	<p>the home, school and community who uphold the laws/rules. Infer the purpose that God gave the ten commandments.</p> <ul style="list-style-type: none"> <li>Discuss rules for healthy living based on one's diet.</li> </ul> <p>(Religious Studies: p. 19, Social Studies: pp. 37-38, HFLE: p.22)</p>	Instruments String Instruments		middle distance using a team of four.
<b>9</b>	<b>REVISION OF SKILLS AND TOPICS</b>								
<b>10</b>	<b>END OF YEAR EXAMINATIONS</b>								

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