



DEPARTMENT OF EDUCATION  
PRIMARY CURRICULUM SECTION

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# **NATIONAL PACING GUIDE** **GRADE ONE**

**ACADEMIC YEAR 2023-2024**

# **NATIONAL PACING GUIDE – GRADE 1**

THE ACADEMIC YEAR 2023-2024

## **INTRODUCTION:**

The National Pacing Guide promotes a standardized approach to implementing the curriculum. It aims to identify the topics to be taught at each grade level, show the order in which they should be presented and provide a guide on how much time should be spent on a particular topic. Students transferring from one public school to another would not be disadvantaged by the move, since each school would be following the topics as laid out in the guide. This document also identifies the core and advanced topics at each grade to assist teachers with planning for targeted instruction, particularly when schooling is interrupted due to natural disasters, pandemics, etc.

## **IMPORTANT NOTE:**

The National Pacing Guide **does not** take the place of The National Curriculum Documents, as it contains no content, objectives or proposed activities. The National Pacing Guide and Curriculum documents should be used in tandem with each other.

## **NEW ADJUSTMENTS TO THE GUIDE:**

Each year, the pacing guide is refreshed based on the completion of new curriculum documents and teachers' feedback. Below are the adjustments for 2023-2024.

**GRADES 1-3:** Building literacy and numeracy skills is the major focus in the first term at the lower primary level. To strengthen these programmes:

1. Reading fluency topics and strategies have been included for use as students practise their reading.
2. The sequence and timing of certain Math topics have been altered to enhance instruction delivery.
3. Social Science topics have been omitted from the first term and will be introduced in the Easter and Summer Terms. These additional periods in the first term can be used to assist with oral language development and build reading fluency as well as to reinforce Mathematical concepts.

### **GRADES 4-6:**

1. Some Language Arts topics have been reduced or integrated to provide time needed for review and re-teaching.
2. Religious Studies' topics have been adjusted based on the new curriculum, which is now available online.

## HOW TO USE THIS GUIDE:

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. Some students are expected to advance faster, while others may need additional time on certain topics.
  - **CORE/MANDATORY TOPICS:** All core topics have been identified WITH **an asterisk** and should be covered within the school year. These topics should be the **focus of End of Year Examinations**.
  - **ADVANCED TOPICS:** All topics WITHOUT **an asterisk** can be integrated into lessons or completed by students performing **above grade level**.
- It is expected that once topics are taught, they will be constantly **reinforced** and **integrated** into other curriculum areas. This strategy can be used as a form of review and to provide further support for students who may be struggling with particular topics. The document's layout allows for topics across all subject areas to be easily identified.
- Time has generally been allocated, particularly at the beginning of the year, to allow for the administering of assessments, review and establishing those important classroom routines.
- 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 welcome. Some questions to consider when providing feedback are: Did the sequence of topics work well? Was sufficient time allocated?
- Officers will place 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 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 2023-2024

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	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</li> <li>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>Assess students' ability to tell a story using a picture or an object.</p>	<p>Welcome Topic: Introduction of the National Anthem &amp; School Song (Teach correct lyrics and melody – ongoing)</p>	<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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
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> <p><b>Fluency</b> Using signals to read fluently: Period &amp; Question Mark p. 73</p> <p><b>Strategy:</b> Echo Reading</p>	<p><b>* Positioning Vocabulary Words</b> p. 3-5 TB pp. 1-6, 8-9</p> <p><b>*Match Objects in Sets</b> (One to One Correspondence) p. 8 ; TB p. 33-36</p> <p><b>*Numbers 0-5</b> Introduce Numbers (0-5) numerals and number words p. 6; TB p. 22-23 * Sets Containing 0-5 p. 8; TB p. 33-36</p>	<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>	<p>*Introduce Naming Words p.103</p>	<p>Explain the steps in the Writing Process p.123</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>• 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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
3	<p><b>Listening &amp; Speaking:</b> *Displaying the characteristics of a good listener Cont'd. p.44</p> <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><b>Fluency</b> Using signals to read fluently: Period &amp; Question Mark p. 73 <b>Strategy:</b> Echo Reading</p>	<p><b>*Sort &amp; Classify Objects</b> p. 6; TB pp. 7-11</p> <p><b>*Numbers 6-10</b> Introduce Numbers (6-10) numerals and number words p. 6; TB p. 22-23 * Sets Containing 0-5 p. 8; TB p. 33-36</p> <p><b>*Numbers: Before and After</b> p. 7; TB p. 23</p>	<p>*Assuming the correct posture for holding and writing with a pencil or crayon. p.94</p> <p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p>	<p>*Identify Verbs Action Words p.110 (Basic action words)</p>	<p>Discuss the qualities of a good piece of writing p.124</p>	<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>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, over objects, for distance, etc.)</p>
4	<p><b>Listening &amp; Speaking:</b> *Displaying the characteristics of a</p>	<p><b>2D Shapes: Different Orientation</b> TB. pp.59-66 –</p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines.</p>	<p>*Use Adjectives to describe Nouns Words Size &amp; Colour p.115</p>	<p>Explain the four types of writing p.125</p>	<p><b>Duration</b> Long &amp; short sounds</p>	<p><b>Line- The 5 Basic</b></p> <ul style="list-style-type: none"> <li>Horizontal</li> <li>Vertical</li> <li>Diagonal</li> </ul>	<p><b>Topic:</b> Locomotor Movement <b>Skill:</b> Hopping</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>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> <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> <p><b>Fluency</b> Using signals to read fluently: Exclamation Mark &amp; Comma p.73 <b>Strategy:</b> Look For the Signal</p>	<p>Compare Plane Shapes using Venn Diagrams TB. p.64-65</p> <p><b>*Add Whole Numbers to 5</b> p. 7; TB p. 23 Appropriate Strategy to Determine the Answer to Facts</p> <p><b>*Include Word Problems as Addition facts are introduced</b></p> <p><b>Order Property</b> (Addition) TB pp. 128-132</p>	<p>Letters: Practice letters introduced p.96</p> <p>Write 0-9 D'Nealian numbers correctly -Numbers 1-5 p.98</p>	(Basic colour words and size words)		<p>Long &amp; short Notes</p> <p>Performing Long and Short notes on instruments</p> <p>Use of body movements The Whole Note = 4 beats / Counts</p> <p>The Quarter Note = 1 beat / Count</p>	<ul style="list-style-type: none"> <li>Zigzag</li> <li>curved</li> </ul>	At the end of this lesson students will be able to demonstrate hopping (directions, over objects, for distance, etc.)
<b>5</b>	<p><b>Listening &amp; Speaking:</b> *Articulating personal information, needs, experiences, understandings and opinions p.45</p> <p><b>Phonemic Awareness:</b></p>	<p><b>*Numbers 10-15 Introduce Numbers (10-15) numerals and number words</b> p. 6; TB p. 22-23</p> <p>* Sets Containing 0-5 p. 8;TB p. 33-36</p>	<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>	*Distinguishing Sentences and Fragments p.101	<p><b>Develop narrative pieces:</b></p> <p>*Narrow ideas and elaborate on them p.126</p> <p>*Create pictures to relay or</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)</p> <p>Examples of No Beat</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>



WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>*Phoneme Isolation p.56 <b>Phonics/Spelling:</b> *Initial Consonant /Dd/ /Rr/ Introduce Short *Vowel /li/ 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> <p><b>Fluency</b> Using signals to read fluently: Exclamation Mark &amp; Comma p. 73 <b>Strategy:</b> Look For the Signal</p>	<p><b>*Add Whole Number Sums to 10</b> p. 12 TB pp.47-54 Appropriate Strategy to Determine the Answer to Facts *Include Word Problems as Addition facts are introduced.</p> <p><b>Order Property (Addition)</b> TB pp. 128-132</p>	p.98		<p>depict ideas</p> <p>-Dictate their ideas</p>	(Siren, Alarms, telephone ringing, rain)		
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>	<p><b>*Review: Add Whole Number Sums to 10</b> TB pp. 47-50 Appropriate Strategy to Determine the Answer to Facts</p> <p><b>*Include Word Problems as Addition facts are introduced.</b></p>	<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>Develop narrative pieces: *Narrow ideas and elaborate on them</p> <p>Develop narrative pieces that include character, setting and plot pp.126, 134</p> <p>To assist with narrative writing</p>	<p><b>*Rhythm – Meters</b></p> <p>Definition of Rhythm Perform Rhythms on Percussions Group Activities</p> <p>Strong Beat / Weak Beat</p> <p>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>



WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>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> <p><b>Fluency</b> Use the appropriate <b>volume</b> to read fluently. p. 74 <b>Strategy:</b> Choral Reading</p>	<p><b>Ordinal Positions (1<sup>st</sup>– 5th)</b> TB pp. 25-26</p> <p><b>Order Property (Addition)</b> TB pp. 128-132</p>			<p>have students:</p> <p>*Draw a picture to depict ideas</p> <p>Use the Draw Label -Caption Writing Strategy</p> <p>Begin drafting a sentence/s based on the picture created</p>			
<b>7</b>	<p><b>Listening &amp; Speaking:</b> *Performing multi-step oral instructions p.46</p> <p><b>Phonemic Awareness:</b> *Phoneme Identification p.56 <b>Phonics / Spelling:</b> *Initial Consonant /Gg/ /Ww/ *Introduce Short Vowel /Oo/ p.63</p>	<p><b>Time: Times of Day</b></p> <p><b>Comparing Numbers to 20</b> TB. pp. 23, 36- 3</p> <p><b>Ordering Numbers from Least to Greatest and Greatest to Least</b> TB. P. 23</p> <p><b>*Numbers 15 -20 Introduce Numbers (15-20) numerals and number words</b></p>	<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><b>*Sequence ideas appropriately using transitional words</b> p. 127 To assist with narrative writing have students</li> <li><b>*Create pictures to show the sequence of ideas</b></li> </ul>	<p><b>Introduction to Tempo (Fast &amp; Slow)</b></p> <p>Definition of Tempo Examples of Fast &amp; Slow animals, Fast &amp; Slow Music Perform Fast &amp; slow movements</p> <p>*Tempo is the speed of the music/beat</p> <p>Allegro-Fast / Adagio – Slow Example of</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 three attempts based on a skill test rubric scale.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>Comprehension:</b> *Sequence of Events p.82 <b>*Sight Words:</b> make, will, am, me, pretty (Systematic Sight Word Folder) p.34 - 37</p> <p><b>Fluency</b> Use the appropriate <b>pace</b> to read fluently. p. 74 <b>Strategy:</b> Choral Reading</p>	<p>p. 6; TB p. 22-23 *</p> <p>Set Containing 0-10 p. 8; TB p. 33-36</p>			<ul style="list-style-type: none"> <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>			
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> *Sequence of Events p.82</p> <p>* <b>Sight Words:</b> what, us, call, my, jump, see (Systematic Sight Word Folder)</p>	<p><b>*Time: Days of the Week, Months of the Year</b></p> <p><b>*Add Whole Number Sums to 15</b> TB. pp. 47-50</p> <p><b>*Number Sequences through 20</b> TB. pp. 18-24 –</p> <p><b>*Numbers: Before and After up to 20</b> TB. p. 23</p> <p><b>*Compare Numbers to 20</b> TB p. 23</p>	<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>Develop narrative pieces:</p> <p>*Sequence ideas appropriately using transitional words p. 127</p> <p>To assist with narrative writing have students:</p> <p>*Create pictures to show the sequence of ideas</p> <p>Use transitional words to label events of a story</p>	<p><b>Tone Colour</b> Subtopic: The Voice (a) Female Voice (b) Male Voice (c) Boy’s Voice (d) Girl’s Voice</p> <ul style="list-style-type: none"> <li>Introduce Seasonal songs Sing Cultural Songs using the soprano (sop.) voice</li> <li>Identify the soprano voice as played on a recording</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> Galloping</p> <p>At the end of this lesson students will be able to demonstrate galloping (different directions, over objects, for distance, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	p.38 -41 <b>Fluency</b> Use the appropriate <b>pitch</b> to read fluently. p. 74 <b>Strategy:</b> Repeated Reading							
<b>9</b> <b>MID</b> <b>TERM</b>	<b>*Listening &amp; Speaking:</b> Using appropriate protocols, speech and body language when speaking to others p.46  <b>Phonemic Awareness:</b> *Phoneme Segmentation p.57  <b>Phonics / Spelling:</b> *Initial Consonant: /Xx/ *Introduce Short Vowel /Ee/ p.63  <b>Comprehension:</b> Review of Comprehension Skills: Text and Graphic Features, Story Elements, Sequence of Events  <b>*Sight Words:</b> house, no, said, let, in, come (Systematic Sight Word Folder) p.42 - 45	<b>*Add Whole number Sums to 20</b> TB. pp. 47-50 Appropriate Strategy to Determine the Answer to Facts  <b>*Include Word Problems as Addition facts are introduced</b>  <b>Comparing lengths and heights</b> p. 23; TB p. 27-29,	<b>*Writing upper and lowercase manuscript</b> D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96  <b>*Write personal information</b> <ul style="list-style-type: none"> <li>Name</li> <li>Date of Birth p.97</li> </ul>	<b>*Construct Questions / Asking Sentences</b> p.102	<b>Develop narrative pieces:</b> <ul style="list-style-type: none"> <li><b>Compose varied and interesting introduction for narrative writing pieces</b> p.129</li> </ul> To assist with narrative writing have students <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>	<b>*Pitch</b> <ul style="list-style-type: none"> <li>What is pitch?</li> <li>Identify High &amp; Low Voices</li> <li>Identify high and low pitch instruments</li> </ul>	<b>Shape- 2 dimensional</b> <ul style="list-style-type: none"> <li>square</li> <li>rectangle</li> <li>circle</li> <li>triangle</li> <li>oval</li> </ul>	<b>Topic:</b> Non-Locomotor Movement <b>Skill:</b> Swinging  At the end of this lesson students will be able to demonstrate swinging (different directions, over objects, for distance, etc.).

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<b>Fluency</b> Use the appropriate <b>volume, pace &amp; pitch</b> to read fluently. p. 74 <b>Strategy:</b> Reader's Theatre							
<b>10 MID TERM</b>	<b>*Listening &amp; Speaking:</b> Using appropriate protocols, speech and body language when speaking to others Cont'd. p.47  <b>Phonemic Awareness:</b> *Phoneme Segmentation p.57  <b>Phonics / Spelling:</b> *Initial Consonant: /Yy/ /Zz/ *Introduce Short Vowel /Uu/ p.63  Review Initial Consonants <b>Comprehension:</b> *Context Clues p.78  <b>*Sight Words:</b> Review (Systematic Sight Word Folder) pp.46-49  <b>Fluency</b> Use the appropriate	<b>Pictographs</b> TB. p. 55-58; 150 – Graphing and Word Problems TB. p. 94  <b>Patterns</b> TB: p.12-15 – Translation of Patterns TB. pp.15-16	<b>*Writing upper and lowercase manuscript</b> D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96  <b>*Write personal information</b> <ul style="list-style-type: none"> <li>Name</li> <li>Date of Birth</li> <li>An emergency number</li> </ul> p.97	<b>*Construct Exclamatory Sentences</b> p.102	<b>Develop narrative pieces:</b> <ul style="list-style-type: none"> <li>Utilize various methods of concluding pieces in narrative writing pieces.            p.130</li> </ul>	<b>Instrumental Pitch</b> <ul style="list-style-type: none"> <li>*High &amp; low Instruments (Flute-high pitch, Tuba Low pitch)</li> <li>Identify high and low sound patterns of instruments</li> <li>Demonstrate singing high and low pitches</li> </ul>	<b>Shape- 2 dimensional</b> <ul style="list-style-type: none"> <li>square</li> <li>rectangle</li> <li>circle</li> <li>triangle</li> <li>oval</li> </ul>	<b>Topic:</b> Non-Locomotor Movement <b>Skill:</b> Bending  At the end of this lesson students will be able to demonstrate bending (different directions, over objects, for flexibility, etc.).

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>volume, pace &amp; pitch</b> to read fluently. p. 74 <b>Strategy:</b> Reader's Theatre</p>							
<b>11</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 /Aa/ Word Families (Onset / Rime) (e.g. -ad, -at, -ap, -am, -ag) p.64</p> <p><b>Comprehension:</b> *Context Clues p. 78</p> <p><b>*Sight Words:</b> help, ride, work, find, there, Sunday (Systematic Sight Word Folder) p.50 -54</p> <p><b>Fluency</b> Use the appropriate <b>volume, pace &amp; pitch</b> to read fluently. p. 74 <b>Strategy:</b> Buddy Reading</p>	<p><b>Introduction to Subtracting Whole Numbers (0-5)</b> TB. pp.79-81</p> <p><b>Review: Patterns</b> TB: p.12-15 - Translation of Patterns TB. pp.15-16</p> <p><b>Comparing heights and lengths using Non-Standard Units TB. pp. 30-32</b></p>	<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>*Identify Nouns – Common / Proper p.103</p>	<p><b>Develop narrative pieces:</b></p> <ul style="list-style-type: none"> <li>Organize ideas into a paragraph using a topic sentence and supporting ideas. p. 128</li> </ul>	<p><b>Form</b> Subtopic: Nursery Rhymes Introduction to form (A and B) (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 Dwarfs Song <a href="#">Heigh Ho - Snow White and the Seven Dwarfs - YouTube</a></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> Twisting/turning</p> <p>At the end of this lesson students will be able to demonstrate twisting and turning (different directions, over objects, for flexibility, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
12	<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 /i/ Word Families (Onset / Rime) p.64 (e.g. -it, -in, -ig, -ip)</p> <p><b>Comprehension:</b> *Classification p.79</p> <p><b>*Sight Words:</b> keep, away, ran, can't, on, this, if, Monday (Systematic Sight Word Folder) p.55 - 59</p> <p><b>Fluency</b> Using signals to read fluently. p. 73</p> <p><b>Strategy:</b> Radio Reading (puppet shows, role plays)</p>	<p><b>*Subtracting Whole Numbers (6-10)</b> Counting Back to Subtract TB. pp.82-84 *</p> <p><b>Problem Solving</b></p> <p><b>Comparing Masses (Heavy or Light)</b> p. 25; TB p. 133-135</p>	<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>*Form Plurals by adding 's' to singular nouns p.104</p>	<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><b>Performances</b></p> <p>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> 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	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
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> <p><b>Comprehension:</b> *Classification p.79</p> <p><b>*Sight Words:</b> good, have, read, any, did, or, too, Tuesday (Systematic Sight Word Folder) p.60 - 63</p> <p><b>Fluency</b> Using signals to read fluently. p. 73</p> <p><b>Strategy:</b> Radio Reading (puppet shows, role plays)</p>	<p><b>Review:</b> <b>*Subtraction Whole Numbers (0-10) Counting Back to Subtract</b> TB. pp.82-84 Include Word Problems as Subtraction facts are Introduced</p> <p><b>Problem Solving</b></p>	<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><b>Junkanoo:</b> What is Junkanoo?  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>



<b>WEEK</b>	<b>READING BLOCK</b>	<b>MATHEMATICS</b>	<b>HANDWRITING</b>	<b>GRAMMAR</b>	<b>WRITTEN COMPOSITION</b>	<b>PERFORMING ARTS</b>	<b>VISUAL ARTS</b>	<b>PHYSICAL EDUCATION</b>
<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 2023-2024

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	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>	<p>Place Value: Making Groups of Tens and Ones 1-20 <b>Number Patterns – Before and After - Matching sets</b></p> <p>Review: Add Whole number Sums to 20 TB. pp. 47-50</p> <p>Appropriate Strategy to Determine the Answer to Facts</p> <p>Include Word Problems as Addition facts are introduced</p>	<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>Review of Christmas Term Topics or Continuation of Christmas topics (if incomplete)</p>	<p><b>Compose Different Types of Poetry</b></p> <ul style="list-style-type: none"> <li>ABC Poems p.133</li> </ul>	<p><b>Made in God's Image</b></p> <ul style="list-style-type: none"> <li>Identify God as the Creator of all things</li> <li>Describe the beauty of God's creation</li> <li>Reflect on the beauty of God's creation</li> <li>Identify man as God's special creation</li> <li>Describe how God made man</li> </ul> <p><b>EBook</b> pp. 5-6</p> <p><b>Curriculum Reference:</b> RS pp. 71-71 RS pp. 85-86</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	SOCIAL SCIENCE	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> *Making Predictions p.80</p> <p><b>*Sight Words:</b> put, friend, it, be, where, get, at, Thursday (Systematic Sight Word Folder) p.68 - 71</p>	<p>Place Value: 30 – 40</p> <p>Number Pattern: Before and After,</p> <p><b>Sets, Matching Sets</b> <b>TB. pp.18-24</b></p> <p>Money: - Name and Count Coins</p> <p>Equivalent Coins (5 cent, 10 cent)</p> <p>Skip Counting by Tens TB. pp.67-72</p>	<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><b>Develop Descriptive Pieces:</b></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><b>A Caring God</b></p> <ul style="list-style-type: none"> <li>State that God takes care of all He has made.</li> <li>Explain how God cares for human beings</li> <li>Discover that God loves His children</li> </ul> <p><b>EBook</b> p. 4</p> <p><b>Curriculum Reference:</b> RS pp. 73 - 74</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>
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>Place Value: 50 and 60 Number</p> <p>Pattern: Before and after,</p> <p><b>Sets, Matching Sets</b> <b>TB. pp.18-24</b></p>	<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>*Use Adjectives to describe nouns and pronouns. Words that tell how many p.115</p>	<p><b>Develop Descriptive Pieces:</b></p> <ul style="list-style-type: none"> <li>Organize ideas into a paragraph using a topic sentence and supporting details. p. 128</li> </ul>	<p><b>I am Special</b></p> <ul style="list-style-type: none"> <li>List physical traits that make people unique</li> <li>Display respect and appreciate individual differences</li> <li>Apply self-awareness and self-</li> </ul>	<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> </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> 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</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<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> : *Making Predictions p.80</p> <p><b>*Sight Words:</b> green, yellow, red, brown, blue, pink, purple, white, orange, black (Systematic Sight Word Folder) p.72 - 75</p>	<p>Money: - Name and Count Coins</p> <p>Equivalent Coins (25 cent)</p> <p>Money Value though exchange</p> <p>Skip Counting by Fives TB. p.67-72</p>	<p>-Write Ordinal Numbers - Numerals 50 –60 p.98</p>			<p>acceptance skills to demonstrate appreciation of their uniqueness (Skill)</p> <ul style="list-style-type: none"> <li>Explain the meaning of “gift” or “talent”.</li> <li>Discuss some of their gifts and talents</li> <li>Demonstrate some of their various gifts and talents</li> </ul> <p><b>EBook</b> pp. 7-8</p> <p><b>Curriculum Reference:</b> RS pp. 87 - 88 HLFE p. 14</p>	<ul style="list-style-type: none"> <li>Sing the Bass Clef Song</li> <li>Watch Farmer Fred and the Bass Clef (Youtube)</li> </ul> <p><u>Farmer Fred and the Bass Clef - YouTube</u> Refer to MOE PA lesson kits</p>		make contact and hit an object.
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> Rhymin g Words p.61</p> <p><b>Phonics/ Spelling:</b> Syllabication p.67</p>	<p>Place Value: 70 - 80</p> <p>Review Money: Name and Count Coins</p> <p>Equivalent Coins (5 cent, 10 cent, 25 cent)</p> <p>Money Value though exchange</p> <p>Lines of Symmetry TB. p. 88</p>	<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>*Produce the correct Pronouns for the nouns they replace Pronouns: They, You, We, Us, Them p.109</p>	<p><b>Develop Descriptive Pieces:</b></p> <ul style="list-style-type: none"> <li>Compose varied and interesting introductions for descriptive writing pieces p.129</li> </ul>	<p><b>Watch Me Grow</b></p> <ul style="list-style-type: none"> <li>Identify the different stages in human development.</li> <li>Describe physical changes that occur at each stage of human development.</li> </ul> <p><b>EBook</b> pp. 9-10</p> <p><b>Curriculum Reference:</b> SCI pp. 58 -59</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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>Comprehension:</b> * Main Idea &amp; Supporting Details (Pictures &amp; Sentences) p.81</p> <p><b>*Sight Words:</b> who, about, an, yes, today, cold, now, Friday (Systematic Sight Word Folder) pp.76 -79</p>								
<b>5</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 Deletion p.60</p> <p><b>Phonics / Spelling:</b> *Consonant R Blends p.68</p> <p><b>Comprehension:</b> * Main Idea &amp; Supporting Details (Stories) p.81</p>	<p><b>Number Pattern (Before and after, Sets and Matching Sets)</b> TB. pp.18-24</p> <p>Subtracting Whole Numbers (10-15) TB. pp.79-81</p>	<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 correct tenses to verbs Past Tense p.111</p>	<p><b>Develop Descriptive Pieces:</b></p> <p>Utilize various methods of concluding for descriptive writing pieces p.130</p>	<p><b>My Outside Body Parts</b></p> <ul style="list-style-type: none"> <li>Identify external body parts of humans</li> <li>Describe the functions of specific external body parts of humans</li> <li>Associate parts of the body with their functions</li> <li>Appreciate the way their body functions</li> <li>Identify the five sense organs in the human body</li> <li>Describe the functions of the five sense organs</li> </ul> <p><b>EBook</b> p. 11</p>	<p><b>Bahamian Culture</b></p> <p>(a) What is culture? (b) Listening to Bahamian Songs (c) Discussions about Bahamian foods</p>	<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 transition around the playing area.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<b>*Sight Words:</b> up, sleep, as, they, give, use, how, Saturday (Systematic Sight Word Folder) p.80 - 83					<b>Curriculum Reference:</b> SCI pp. 58 -59			
<b>6</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 Deletion p.60</p> <p><b>Phonics / Spelling:</b> *Consonant L Blends p.68</p> <p><b>*Comprehension:</b> Main Idea &amp; Supporting Details (Stories) p.81</p> <p><b>Sight Words:</b> Review (Systematic Sight Word Folder) p.84 - 86</p>	<p>Place Value: 80 – 100 (Before and after sets, and matching Sets)</p> <p>Measuring heights and lengths using Standard Units TB. pp. 30-32 –</p> <p>Estimating Lengths and Heights</p> <p>Subtracting Whole Numbers (0-20) TB. pp.79-81</p>	<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 20–90 p.98</p>	*Apply the correct tenses to verbs Present Tense p.111	<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 concluding descriptive pieces</li> </ul>	<p><b>My inside Body Parts</b></p> <ul style="list-style-type: none"> <li>Associate internal parts of the body with their functions</li> <li>Name the correct terminology for body parts and organs</li> <li>Identify good hygiene and healthy habits</li> </ul> <p><b>EBook</b> p. 12</p> <p><b>Curriculum Reference:</b> HLFE p. 19</p>	<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>
<b>7</b>	<p><b>*Listening &amp; Speaking:</b> Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd.</p>	<p>Measuring heights and lengths using Standard Units TB. pp. 30-32</p> <p>Estimating Lengths</p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced</p>	Compound Words p. 105	<p><b>Develop Descriptive Pieces:</b></p> <ul style="list-style-type: none"> <li>*Write descriptive essays that utilize</li> </ul>	<p><b>Taking Care of Me</b></p> <ul style="list-style-type: none"> <li>Describe Habits that help keep people healthy.</li> <li>Identify foods that</li> </ul>	<p><b>*Bahamian Composers/Songs</b></p> <p>*Timothy Gibson *Phil Stubbs *Perseverance *Church Out Crab</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> Batting</p> <p>At the end of this lesson students will be able to improve</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>p.48</p> <p><b>Phonemic Awareness:</b> *Phoneme Addition p.60</p> <p><b>Phonics / Spelling:</b> *Consonant S Blends p.68</p> <p><b>Comprehension:</b> *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>	and Heights	<p>p.96</p> <p>Write 0-9 D'Nealian numbers correctly</p> <ul style="list-style-type: none"> <li>• 80-100</li> </ul> <p>p.98</p>		<p>interesting words p.135</p> <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> </ul> <p>*Utilize various methods of concluding descriptive pieces</p>	<p>help keep the body healthy</p> <ul style="list-style-type: none"> <li>• Infer what happens if your body is not kept clean and healthy</li> <li>• Discuss the importance of being physically fit</li> <li>• Illustrate ways to care for one's body</li> <li>• Explain the effects of germs in the body</li> <li>• Demonstrate various preventative measures to protect the body from harm</li> </ul> <p><b>EBook</b> pp. 13-14</p> <p><b>Curriculum Reference:</b> HLFE pp. 23, 29 RK pp. 101-102 SCI pp. 60 - 61</p>	Walking' *Hurricane is Coming		hand-eye coordination to hit objects successfully for distance.
<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>	<p><b>Place Value: Numbers 0 – 100 (Before and After, Sets and Matching Sets)</b></p> <p>Time to the Hour (Analog Clock ) TB. p 122-125</p>	<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>	Review Skills taught in Weeks 2-7 Easter Term.	Compose Different Types of Poetry such as: List Poems p.133	<p><b>My Feelings and Emotions</b></p> <ul style="list-style-type: none"> <li>• express their feelings appropriately</li> <li>• Demonstrate willingness to share their feelings and respect other people's feelings</li> </ul>	<p><b>Bahamian Dance</b></p> <p>Learn "Mash the Roach"</p> <p>Mention and demonstrate: - The Quadrille, Stomp the Roach, Heel and Toe, Conch Style</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	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>p.60</p> <p><b>Phonics / Spelling:</b> Review Short Vowels and Consonant Blends</p> <p><b>Comprehension:</b> Review: Making Predictions, Main Idea &amp; Supporting Details &amp; Realism/Fantasy</p> <p><b>*Sight Words:</b> could, walk, has, take, of, laugh, drink, far (Systematic Sight Word Folder) pp.91 - 94</p>		Numerals 80-100 p.98			<ul style="list-style-type: none"> <li>Apply decision-making self-awareness, self-acceptance critical and creative thinking skills to improve social behavior (Skill)</li> </ul> <p><b>EBook</b> p. 15</p> <p><b>Curriculum Reference:</b> HLFE p. 17</p>	Review completed term's lessons		
<b>9 MID 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></p>	<p>Time to the Hour (Analog Clock ) TB. p 122-125</p> <p>Bar Graphs TB. pp.151-152</p> <p>Interpreting, Drawing Conclusions and Making Predictions about Graphs</p>	<p><b>*Writing</b> 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>	<b>*Apply</b> the rules of subject-verb agreement p.114	<p>Demonstrate voice In narrative writing pieces</p> <p><b>pp.131,134</b></p>	<p><b>I Have Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>Identify the basic rights of children</li> <li>Discover scriptures related to the rights of children</li> <li>Explain the benefits of respecting others</li> <li>Identify ways to show respect for others</li> </ul> <p><b>EBook</b> p. 16</p> <p><b>Curriculum Reference:</b> RS pp. 113 –114, 115 -</p>	<p>Caribbean Cultural Music</p> <ul style="list-style-type: none"> <li>Bob Marley</li> <li>Machal Montano</li> <li>Other (Teacher's Choice)</li> </ul> <p><i>Age appropriate</i></p>	<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	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	*Cause and Effect p.87 <b>Sight Words:</b> had, don't, some, them, by, very, old, went (Systematic Sight Word Folder) pp.95 - 98					116			
<b>10</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 /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>	<p>Addition and Subtraction of Whole Numbers TB. pp.47-50</p> <p>Review: Pictographs - Bar Graphs TB. pp.151-152</p> <p>Interpreting, Drawing Conclusions and Making Predictions about Graphs</p>	<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>	*Apply the rules of subject-verb agreement p.114	<p>Demonstrate voice in narrative writing pieces</p> <p>pp.131,134</p>	<p><b>Families are Special</b></p> <ul style="list-style-type: none"> <li>Explain why God created the family</li> <li>Identify members of the first family and the roles they played</li> <li>Evaluate family roles and responsibilities</li> <li>Identify types of families and their members</li> <li>Explain how families help the community</li> <li>Explain the term "community"</li> <li>Share scriptures about living in communities</li> </ul> <p><b>EBook</b> pp. 17-18</p> <p><b>Curriculum Reference:</b> HLFE p. 16 RK pp.103 – 106</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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
						SS pp. 93			
<b>11</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 /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>Symmetry</p> <p>Fractions: Numerator And Denominator TB. pp.115-122</p> <p>Fractions: Part of a Whole or Group TB. P.49</p> <p>Review: Addition and Subtraction TB. pp.47-49; 79-81</p>	<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 p.96</li> </ul> <p>Write 0-9 D'Nealian numbers correctly Numerals 0-100 p.98</p>	Singular and plural possessive nouns p.108	Compose an invitation to an event. p.137	<p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>Define the term "leader"</li> <li>Discuss how leadership relates to home and school</li> <li>Identify the first and current Prime Ministers of The Bahamas</li> <li>Identify the first and current Governor General of The Bahamas.</li> </ul> <p><b>EBook</b> p. 23</p> <p><b>Curriculum Resource:</b> SS pp. 85 –86</p>	<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 Oral Quiz</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	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
12	<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> <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>	<p>Symmetry</p> <p>Fractions: Numerator and Denominator TB. pp. 115-122</p> <p>Fractions: Part of a Whole or Group TB. P.49</p>	<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>	<p>*Identify Verbs Helping Verbs p.110</p>	<p>Demonstrate voice in descriptive writing pieces. pp.131, 135</p>	<p><b>Celebrating Easter</b></p> <ul style="list-style-type: none"> <li>Arrange the main events of Holy week in order</li> <li>Express that Jesus Christ died on the cross for mankind and rose from the dead</li> <li>Discuss ways Christian churches celebrate the events of holy week</li> <li>Describe Easter celebrations in The Bahamas</li> <li>Identify Christian symbols of Easter</li> </ul> <p><b>EBook</b> pp. 19-20</p> <p><b>Curriculum Reference:</b> RS pp. 107 – 110 SS pp. 95</p>	<p><b>Tempo (Review)</b> *Definition *Identify Fast and Slow animals (Tortoise and the Hare) *Say whether the music is fast or Slow *Identify Tempo changes using cultural songs *Demonstrate tempo changes through body movements</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>

## NATIONAL PACING GUIDE – GRADE 1

### SUMMER TERM

THE ACADEMIC YEAR 2023-2024

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	Social Science	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> *Phoneme Categorization p.56</p> <p><b>*Phonics / Spelling:</b> Long Vowels /Ee/ ee, ea p.65</p> <p><b>Comprehension:</b> Review of Easter Term Topics or Continuation of Easter topics (if incomplete)</p> <p><b>*Sight Words:</b> going, write, stop, into, got, made, new, would (Systematic Sight Word Folder) pp.111 - 114</p>	<p>Addition and Subtraction TB. pp.47-49; 79-81</p> <p>• Revision</p>	<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>*Provide synonyms for given words. p.119</p>	<p><b>Demonstrate voice in descriptive writing pieces.</b> pp. 131, 135</p>	<p><b>The Bahamas, my Country</b></p> <ul style="list-style-type: none"> <li>Identify The Bahamian Flag and colours.</li> <li>Recite accurately the words of the National Anthem and Pledge of The Bahamas</li> <li>Demonstrate respect for the National Anthem and Pledge</li> <li>Identify the national fish, flower, tree, bird and Coat of Arms</li> <li>Identify the country where they live</li> <li>Discuss the significance of Independence Day</li> </ul> <p><b>EBook</b> p. 24</p> <p><b>Curriculum Resource:</b> HLFE p. 19</p>	<p><b>Cultural Songs and Dances</b></p> <ul style="list-style-type: none"> <li><b>Sing songs by Phil Stubbs or other mentioned Bahamian artist</b></li> <li><b>Learn / Practice 'Mash the Roach' dance using a cultural artist song</b></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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	Social Science	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> *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>	<p>Time to the Half Hour TB. pp.126-127</p> <p>Elapsed Time</p>	<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>Use Conjunctions to join words phrases p.118</p>	<p>Write from different points of view p.132</p> <p>*This skill can be applied to any type Of writing. (narrative , descriptive or poetry)</p>	<p><b>Our Culture</b></p> <ul style="list-style-type: none"> <li>State what is culture</li> <li>Identify cultural practices that are based on Christian celebrations/ festivals</li> <li>Associate holidays with festivals on the Christian calendar</li> </ul> <p><b>EBook</b> p. 25</p> <p><b>Curriculum Resource:</b> RS pp. 119 - 120</p>	<p><b>*Percussion Instruments</b></p> <ul style="list-style-type: none"> <li>Definition of Percussion</li> <li>Listen to Percussions</li> <li>Make 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	Social Science	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
3	<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>	<p>Time to the Hour and Half Hour TB. pp.124,126- 127</p> <p>Elapsed Time</p>	<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>*Provide antonyms for given words. p.120</p>	<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><b>Being a Peaceful Citizen</b></p> <ul style="list-style-type: none"> <li>Describe ways to resolve conflicts in the home and school</li> <li>Explain the impact of not resolving conflicts in their community</li> <li>Identify rules which should be followed at home and school</li> <li>Distinguish between right and wrong behaviors</li> <li>State that the bible helps us to learn what is right and wrong</li> </ul> <p><b>EBook</b> pp. 26 - 27</p> <p><b>Curriculum Resource:</b> RS pp. 111-112 SS p. 89</p>	<p><b>Percussion Instruments Cont.'</b></p> <p>Trace and Colour 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>
4	<p><b>*Listening &amp; Speaking:</b> Employ key vocabulary/phrases that good communicators use p.50</p>	<p>Skip Counting by Twos TB. pp.67-72</p> <p>Addition and Subtraction TB. pp.47-50;</p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96</p>	<p>*Use the correct gender for a noun. p.106</p>	<p>Develop expository pieces: Write expository essays (how-to paragraphs /provide information)</p> <p>Narrow ideas and elaborate on them</p>	<p><b>I Can Help, Too!</b></p> <ul style="list-style-type: none"> <li>Identify two community helpers responsible for safety.</li> <li>Explain the importance of the police officer in the</li> </ul>	<p><b>Percussion Instruments</b></p> <p>Trace and Colour 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	Social Science	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		pp.126, 136	<p>community</p> <ul style="list-style-type: none"> <li>Describe the functions of the fireman</li> <li>Describe the special uniform worn by the fireman</li> <li>State why firefighters carry ladders in their trucks</li> <li>State that human beings were created to help one another</li> <li>Use a biblical example of helping others</li> <li>Identify ways in which children can help others</li> </ul> <p><b>EBook</b> pp. 28 - 29</p> <p><b>Curriculum Resource:</b> RS pp. 99-100 SS. P. 87</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
<b>5</b>	<p><b>*Listening &amp; Speaking:</b> Employ key vocabulary/phrases that good communicators use p.50</p> <p><b>Phonemic</b></p>	<p><b>More Graphs</b> TB. p.93</p> <p><b>Probability</b></p>	*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. Letters: Practice letters introduced p.96	Use Prepositions to link words and sentences p.117	<p>Develop expository pieces:</p> <p>Sequence ideas appropriately using transitional words</p> <p>Organize ideas into</p>	<p><b>Transportation</b></p> <ul style="list-style-type: none"> <li>Identify various types of land transportation</li> <li>Explain the importance of various land</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</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</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	Social Science	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>Awareness:</b> *Phoneme Blending p.58</p> <p><b>*Phonics / Spelling:</b> Digraph -ck p. 69</p> <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>		Form and write punctuations marks and symbols p.99		a paragraph using a topic sentence and supporting details. p.127, 128	<p>transportations to everyday life</p> <p><b>EBook</b> p. 30</p> <p><b>Curriculum Resources:</b> SS p. 92</p>	<p>played</p> <ul style="list-style-type: none"> <li>• Make String instruments using card board</li> <li>• Play / strum a string instrument (depending on availability)</li> </ul>		running speed, endurance, and control over a long distance.
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> Inflectional Endings (-ed and -ing) p.72</p> <p><b>Comprehension:</b> *Drawing</p>	Surface Area TB. pp.146-149	<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>	*Apply capitalization rules p.122	<p><b>Develop expository pieces:</b></p> <p>Write expository essays (how/to- or Provide information) p.136</p> <p>Review</p> <p>*Narrow ideas and elaborate on them</p> <p>*Sequence ideas appropriately using transitional words</p>	<p><b>Matter</b></p> <ul style="list-style-type: none"> <li>• Define the term matter</li> <li>• Explain the term "physical change".</li> <li>• Identify items that represent the three states of matter.</li> <li>• Demonstrate how an object can change from one state of matter to another.</li> </ul> <p><b>EBook</b> p. 31</p>	<p><b>String Instruments Cont'd.</b></p> <p>Trace and Colour 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	Social Science	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Conclusions p.88</p> <p><b>*Sight Words:</b> before, its, then, from, after, cut, many, shall (Systematic Sight Word Folder) pp.130 - 133</p>				<p>*Organize ideas into a paragraph using a topic sentence and supporting details</p>	<p><b>Curriculum Resources:</b> SCI p. 74</p>			
<b>7</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> 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>	<p>Surface Area TB. pp.146-149</p>	<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>Simple Subject &amp; Simple Predicate</p>	<p><b>Develop persuasive pieces:</b></p> <p>Write an essay utilizing persuasive techniques</p> <p>Narrow ideas and elaborate on them</p> <p>Organize ideas using a topic sentence p.138</p> <p>*Provide an opinion based on a selected topic.</p>	<p><b>Living Things</b></p> <ul style="list-style-type: none"> <li>Identify living and non-living things</li> <li>Determine what living things (plants and animals) need to stay alive</li> </ul> <p><b>EBook</b> p. 32</p> <p><b>Curriculum Resources:</b> SCI p. 62 - 63</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	Social Science	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
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> <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>	<p>Two-Digit Addition</p> <p>Addition and Subtraction TB. pp.47-50; 79-81</p> <p>Probability</p>	<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>Use exact words to name a part of an entire collection of people, animals or things. p.107</p>	<p><b>Develop persuasive pieces:</b></p> <ul style="list-style-type: none"> <li>Write an essay utilizing persuasive techniques</li> <li>Narrow ideas and elaborate on them</li> <li>Organize ideas using a topic sentence p.138</li> </ul> <p>*Provide an opinion based on a selected topic.</p>	<p><b>Uses of Plants</b></p> <ul style="list-style-type: none"> <li>Describe ways in which we use plants.</li> <li>Identify products that come from trees</li> <li>Discuss the use and effectiveness of some plants that are good for medicine</li> </ul> <p><b>EBook</b> p. 33</p> <p><b>Curriculum Resources:</b> SCI pp. 64, 66, 82</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>
9	<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>Two-Digit Addition</p> <p><b>Addition and Subtraction</b> TB. pp. 4</p>	<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>	<p>Use exact words to name a part of an entire collection of people, animals or things. p.107</p>	<p><b>Develop persuasive pieces:</b></p> <ul style="list-style-type: none"> <li>Write an essay utilizing persuasive techniques</li> <li>Narrow ideas and elaborate on them</li> <li>Organize ideas</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>Discuss the kinds of animals that live in a school yard</li> <li>Explain how body coverings help animals survive</li> <li>Compare and contrast ways in</li> </ul>	<p><b>Lesson Review</b></p> <p>Recap of topics: - Treble Clef Bass Clef Bahamian Composers / Songs International Composers / Songs Listening musicianship Tempo Percussion</p>	<p><b>Dominance</b></p> <p>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	Social Science	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>which people use animals</p> <ul style="list-style-type: none"> <li>Identify Seafood products grown in The Bahamas</li> </ul> <p><b>EBook</b> p. 34</p> <p><b>Curriculum Resources:</b> SCI pp. 64, 66, 82 SS p. 90</p>	Instruments String Instruments		middle distance using a team of four.
<b>10</b>	<b>REVISION OF SKILLS AND TOPICS</b>								
<b>11</b>	<b>END OF YEAR EXAMINATIONS</b>								

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