



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 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 <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></p> <p>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.)
5	<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</p> <p><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>	<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, Sequence of Events</p> <p><b>*Sight Words:</b> house, no, said, let, in, come (Systematic Sight Word Folder) p.42 - 45</p>	<p><b>*Add Whole number Sums to 20</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><b>Comparing lengths and heights</b> p. 23; TB p. 27-29,</p>	<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><b>*Pitch</b></p> <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>	<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	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>Fluency</b> Use the appropriate <b>volume, pace &amp; pitch</b> to read fluently. p. 74 <b>Strategy:</b> Reader's Theatre</p>							
<b>10 MID TERM</b>	<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</p> <p><b>Comprehension:</b> *Context Clues p.78</p> <p><b>*Sight Words:</b> Review (Systematic Sight Word Folder) pp.46-49</p> <p><b>Fluency</b> Use the appropriate</p>	<p><b>Pictographs</b> TB. p. 55-58; 150 – Graphing and Word Problems TB. p. 94</p> <p><b>Patterns</b> TB: p.12-15 – Translation of Patterns TB. pp.15-16</p>	<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><b>Instrumental Pitch</b></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 patterns of instruments</li> <li>Demonstrate singing high and low pitches</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>

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.</li> </ul> <p>p. 128</p>	<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 *<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 <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>
14	<b>REVISION OF SKILLS AND TOPICS</b>							
15	<b>END OF TERM EXAMINATIONS</b>							

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