



DEPARTMENT OF EDUCATION  
PRIMARY CURRICULUM SECTION

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

**ACADEMIC YEAR**  
**2024-2025**

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

THE ACADEMIC YEAR 2024-2025

### **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 should not be disadvantaged by the move, since each school should 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. Both of these 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. This year is no exception. Focus Groups were held during the Summer Workshops to garner feedback and suggestions from teachers on the pacing guide. Additionally, in the case of Mathematics, in depth sessions were held with selected teachers from each grade level to reframe the layout of the Math.

This year we are also seeking to give more prominence to Junkanoo in the curriculum. Included in the month of November are examples of how Junkanoo can be intentionally integrated into classroom instruction. Sample activities have been included on the pacing guide. A separate document will be circulated providing more information on this initiative. Below are some of the other highlights for 2024-2025.

### **LANGUAGE ARTS**

- Building literacy and numeracy skills remains the major focus during the first term (grades 1-3).
- There is now a formal Reading Framework in place for grades 4-6. It follows a similar pattern as the Reading Block at the lower primary level. The Reading Block has been adjusted to include oracy and fluency. Additionally, the skills and strategies covered during Listening and Speaking instruction should be consistently practised in all subject areas.
- Fluency has been further refined to include suggested activities. Students will be **formally assessed** to determine their fluency levels in **September and May** of this school year.

- The subject “**Spelling**” has been renamed “**Word Study**” and incorporates Phonics instruction. Student performance should be documented as **one grade** under “**Word Study**” on the report card.
- The Reading Routines, an additional resource (labelled R.R. on the pacing guide) that provides guidance on the teaching of Reading, is referenced throughout this document.

## **MATHEMATICS**

- The sequencing and timing of certain Math topics have been altered to enhance instructional delivery.
- **Focus numbers** have been identified. These numbers are to be revisited regularly to aid in retention. They should be integrated through **counting, identifying** and **writing drill practices**.
- **Basic drills** have been included. These should be consistently executed before each lesson for reinforcement.
- **Key words** are to be displayed on word walls, taught during instruction, and used in context to build students’ Math vocabulary.

## **SOCIAL SCIENCE**

- The subject “Social Science” will be taught beginning the Easter Term using the topics that have been identified for that term. Please note that **Social Science topics will appear on the pacing guide for the Christmas Term for information purposes only**. If teachers have an opportunity to integrate the Social Science topics into the Language Arts and Math, they are encouraged to do so. There will be **no Social Science grades on the report card for the first term**.


## **SOCIAL STUDIES**

- Links to videos developed by the Innovation Unit, which correspond with the various lessons, have been included. These videos can be used to reinforce what was taught, for lesson reviews, as home work assignments and can also be incorporated into learning center activities.
- As The GLAT exam covers content from grades 4-6, teachers can assign weekly videos from previous grades for students to review to keep the information in the forefront.

## **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**.

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- It is expected that once topics are taught, they will be constantly **reinforced** and **integrated** into other subject 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. This 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 and around midterm, to allow for the establishing of those important classroom routines, the administering of assessments, and review of those topics that were previously taught.
  - 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. Currently, 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 of this document.

# NATIONAL PACING GUIDE – GRADE 1

## CHRISTMAS TERM

THE ACADEMIC YEAR 2024-2025

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE (INTEGRATE WHERE POSSIBLE)	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 (Readiness skill inventory)/ Routine Procedures</li> <li><b>Review basic concepts from Preschool:</b> counting, making group, shapes, colors, days of week</li> </ul> <p><i>*Grade 1 will cover numbers to 100 (hundreds)</i></p>	<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 K-TE p. 22, 40, 102</li> <li>Distinguishing between left, right, top and bottom. p.92 K-TE p. 13, 15-16,</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><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-acceptance skills to demonstrate appreciation of their uniqueness</li> <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>Welcome Topic: Introduction of the National Anthem &amp; School Song (Teach correct lyrics and melody) Sub –topic: Introduction of Notation (Long and Short Notes – Whole and Half Notes)</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 demonstrate walking in various directions and speed. <b>Diagnostic Assessment (Pre-Test) Please use a rubric for all performance-based assessments.</b></p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE (INTEGRATE WHERE POSSIBLE)	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
						Resources: E-Book pp. 7-8  Curriculum references: RS pp. 87 - 88 HLFE p. 14			
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 RR K pp. 3-8, 11-14, 185-186, 187-188, 191-192 WB-TP p. 97, 121, 125</p> <p><b>Comprehension:</b> *Text and Graphic features p.75 - 76</p> <p><b>*Sight Words:</b> we,</p>	<p><b>*Focus Numbers 0-2 (Read, Write &amp; Identify)</b></p> <p><b>Basic Drills:</b> numeral cards, number pictures, dice, dominoes, finger counting, days of the week</p> <p><b>*Sort &amp; Classify Objects (shapes, colours, size, texture, &amp; mass)</b> Key words: alike, group, sort, size, shape, color, pattern, classify TB pp.7-11 Curr. p. 6 online p.80</p> <p><b>Comparing Masses (Heavy or Light)</b> TB p. 133-135 Curr. p. 6 Online Doc p.80 *Match Objects in Sets (One to One Correspondence) TB p. 33-36 Curr. P.</p>	<p>*Determine appropriate positioning of body and paper when writing. p.93 K-TE p. 6-8</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 K-TE p. viii</p> <p>*Letter practice: Mm, Ss, Tt K-TE Mm p. 85-86, 90, 137-138, 145 K-TE Ss p. 53-54, 56 K-TE Tt p. 63-64, 70, 119-120, 129</p>	<p><b>Naming Words</b></p> <p>*Introduce Naming Words – Nouns p.103</p> <p>Write Source G1 – p. 220-223</p>	<p><b>The Writing Process</b></p> <p>*Explain the steps in the Writing Process p.123</p> <p>Write Source G1 – p.11 - 27</p>	<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>Resources:</b> E-Book pp. 5-6</p> <p><b>Curriculum references:</b> RS: pp. 71-71 RS: pp. 85-86</p>	<p><b>Duration (Long and short sounds / Whole and Half Notes)</b></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>	<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 demonstrate running in various styles and directions.</p>

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	run, a, can, play, l (Systematic Sight Word Folder) pp.13-16  <b>Fluency</b> Using signals to read fluently: Period & Question Mark p. 73 <b>Strategy:</b> Echo Reading Literacy Resource Handbook p. 181 RR K pp.317-320	8							
<b>3</b>	<b>Listening &amp; Speaking:</b> *Displaying the characteristics of a good listener Cont'd. p.44  <b>Phonemic Awareness:</b> *Understanding the Alphabetic Principle p.54 RR K pp. 15-16, 23-24  <b>Phonics/Spelling:</b> *Initial Consonants /Pp/ /Nn/ *Introduce Short Vowel /Aa/ p.63 RR K pp. 189-190, 193-194, 199-200 WB-TP p. 109, 101, 153	<b>*Focus Numbers 3-5 (Read, Write &amp; Identify)</b> <b>Basic Drills:</b> numeral cards, number pictures, dice, dominoes, finger counting, counting to 100  <b>*2D Plane Shapes (Identify, draw, describe in different orientations)</b> <ul style="list-style-type: none"> <li>Compare Plane Shapes using Venn Diagrams</li> </ul> Keywords: Plane, flat, triangle, circle, square, diamond, rectangle, oval TB. pp.59-66 Curr. pp. 34-35 Online doc. Pp. 108-109	*Assuming the correct posture for holding and writing with a pencil or crayon. p.94  *Letter practice: Pp, Nn, Aa K-TE Pp pp. 87-88, 90, 141 –142, 146 K-TE Nn pp. 83-84, 90, 139-140, 146 K-TE Aa pp. 41-42, 131-132, 145  *Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96	<b>Verbs</b>  *Identify Verbs Action Words p.110 (Basic action words)  Write Source G1 – pp. 228-231, 294-295	<b>Writing Traits</b>  *Discuss the qualities of a good piece of writing p.124  Write Source G1 – pp.28 - 37	<b>A Caring God</b> <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> <b>Resources:</b> <b>E-Book</b> p. 4  <b>Curriculum reference:</b> RS: pp. 73 - 74	<b>Meter / Time Signature</b> <b>Subtopic: Steady Beat / No Beat</b> (a) Definition of Meter / Time (b) Introduce clapping in 4 (whole & half note) (c) Describe the Whole note  Examples of Steady Beat (Clock ticking, heartbeat, metronome setting)  Examples of No Beat (Siren, Alarms, telephone ringing, rain)  <b>Activity: Use of Percussion</b>	<b>Introduction to Art</b> <ul style="list-style-type: none"> <li>Art and culture</li> </ul> At the end of this lesson, students will demonstrate jumping (directions, over objects, for distance, etc.) <b>Formative Assessment (Worksheets)Performance-Based</b>	<b>Topic:</b> Locomotor Movement <b>Skill:</b> Jumping

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	<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</p> <p><b>Strategy:</b> Echo Reading Literacy Resource Handbook p. 181 RR K pp.317-320</p>	<p><b>Patterns (shapes, colors etc.)</b> TB: p.12-15 Curr. P. 19</p> <p><b>- Translation of Patterns</b> TB. pp.15-16</p> <p><b>* Time: Days of the Week, Months of the Year</b> Curr. P. 27</p>					<p>Instruments to perform 4/4 time Trace the Whole note</p>		
4	<p><b>Listening &amp; Speaking:</b> *Displaying the characteristics of a good listener Cont'd. p.44</p> <p><b>Phonemic Awareness:</b> *Phoneme Isolation p.56 RR K pp. 51-52, 17-18, 47-50</p> <p><b>Phonics/Spelling:</b> *Initial Consonants /Hh/ /Cc/ /Ff/ p.63 RR K pp. 217-218,</p>	<p><b>*Focus Numbers 0-5 (Read, Write &amp; Identify)</b></p> <p><b>Basic Drills:</b> numeral cards/pictures/ number words, dice, dominoes, finger counting, days of the week, months of the year, tally marks</p> <p><b>*Numbers 0-5: Before and After, Match Objects in Sets, (One to One Correspondence: counting manipulatives)</b> Key words: Set,</p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96</p> <p>*Letter practice: Hh, Cc, Ff K-TE Hh pp. 65-66, 70, 125-126, 130, 56, 103 – 104, 113 K-TE Cc pp. 49 –50, 56, 103 – 104, 113 K-TE Ff pp. 57-58, 69, 149-150, 161</p> <p>*Write 0-9 D'Nealian numbers correctly -Numbers 1-5 p.98</p>	<p><b>Sentence or Fragment</b></p> <p>*Distinguishing Sentences and Fragments p.101</p> <p>Write Source G1 – pp. 42-55, 288</p>	<p><b>Types of Writing</b></p> <p>*Explain the four types of writing p.125</p> <p>Write Source G1 – pp. 60-61, 82-83, 106-107, 130-131</p>	<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>Resources:</b> <b>E-Book</b> pp. 9-10</p> <p><b>Curriculum reference:</b></p>	<p>Meter / Time-Continue</p> <p>Clapping in 4/ 4 Time</p> <ul style="list-style-type: none"> <li>Clapping of Whole note and Half note</li> </ul> <p>Repeat Steady Beat / 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> Hopping</p> <p>At the end of this lesson, students will demonstrate hopping (directions, over objects, for distance, etc.)</p>



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	195-196, 215-216 WB-TP pp. 77, 51, 66  <b>Comprehension:</b> *Story Elements: Characters p.77  *Sight Words: the, not, you, do, want (Systematic Sight Word Folder) pp. 21 - 24  <b>Fluency</b> Using signals to read fluently: Exclamation Mark & Comma p.73 <b>Strategy:</b> Look For the Signal Literacy Resource Handbook pp. 190- 191 RR K pp.317-320	objects, equal to, more, less, before, after TB p. 22-23, 33-36 Curr. pp. 6-9 Online p. 80-82  <b>* Positioning            Vocabulary Words</b>  Key words: next to, on, behind, in front of, inside, outside, beside, under, over, between, above, below, top, middle, bottom TB pp. 1-6, 8-9 Curr. pp. 3-5 Online p.77-79  <b>Ordinal Positions            (1<sup>st</sup>– 5<sup>th</sup>)</b> Key words: first (1st), second (2nd), third (3rd), fourth (4th), Fifth (5th) TB pp. 25-26 Curr. pp. 9 Online p. 83 <b>Word Problems: All            Topics</b>	K-TE 23-30			SCI: pp. 58 -59			
<b>5</b>	<b>Listening &amp;            Speaking:</b> *Articulating personal information, needs, experiences, understandings and opinions p.45  <b>Phonemic</b>	<b>*Focus Numbers            6-10 (Read, Write &amp;            Identify)</b>  <b>Basic Drills:</b> numeral cards, number pictures, number words, dice, dominoes, finger counting, days of the week, months of	*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96  *Letter practice: Dd, Rr, li K-TE Dd pp. 43-44, 55, 135-136, 145	<b>Telling Sentences</b>  *Construct telling sentences (statements). p. 102  Write Source G1 – pp. 54-55, 290	<b>Personal Narrative</b>  *Develop narrative Pieces. p. 134  *Narrow ideas and elaborate on them p.126	<b>My Outside Body            Parts</b> <ul style="list-style-type: none"> <li>Identify external              body parts of              humans</li> <li>Describe the              functions of              specific external              body parts of</li> </ul>	<b>The Music Staff</b> ((a) Identify the staff lines 1-5 Identify the spaces 1-4 (b) Number the lines and spaces	<b>Line- The 5 Basic</b> <ul style="list-style-type: none"> <li>Horizontal</li> <li>Vertical</li> <li>Diagonal</li> <li>Zigzag</li> <li>Curved</li> </ul>	<b>Topic:</b> Locomotor Movement <b>Skill:</b> Leaping  At the end of this lesson, students will demonstrate leaping (directions, over objects, for distance, etc.)

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	<p><b>Awareness:</b> *Phoneme Isolation p.56 RR K pp. 31-32, 35-36, 39-40</p> <p><b>Phonics/Spelling:</b> *Initial Consonant /Dd/ /Rr/ Introduce Short *Vowel /li/ p.63 RR K pp. 209-210, 203-204, 197-198 WB-TP pp. 58, 117, 163</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) pp. 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 Literacy Resource Handbook pp. 190-191 RR K pp.317-320</p>	<p>the year, tally marks</p> <p><b>*Numbers 6-10: Before and After, Match Objects in Sets, (One to One Correspondence: counting manipulatives)</b> Key words: Set, objects, equal to, more, less, before, after TB p. 22, 23, 33-36 Curr. pp. 6-9 Online p. 80-82</p> <p><b>Ordinal Positions (1st– 10th)</b> Key words: sixth (6th), seventh (7th), eighth (8th), ninth (9th), tenth (10th) TB pp. 25-26 Curr. pp. 9 Online p. 83 <b>Word Problems: Ordinal Positions</b></p>	<p>K-TE Rr pp. 81-82, 90, 143-144, 146 K-TE li p.71-72, 89, 115-116, 129</p> <p>Write 0-9 D’Nealian numbers correctly -Numbers 6-10 p.98 K-TE pp. 31-38</p>		<p>*Sequence ideas appropriately using transitional word. p. 127</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details. p. 128</p> <p>*Compose varied and interesting introductions to their writing pieces. p. 129</p> <p>*Utilize various methods of concluding pieces in their writing. p. 130</p> <p>Write Source G1 – pp. 82-101</p> <p>10-day Writing Plan pp. 161-165</p>	<p>humans</p> <ul style="list-style-type: none"> <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>Resources:</b> <b>E-Book</b> p. 11</p> <p><b>Curriculum reference:</b> SCI pp. 58 -59</p>			

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6	<p><b>Listening &amp; Speaking:</b> *Articulating personal information, needs, experiences, understandings and opinions Cont'd. p.45</p> <p><b>Phonemic Awareness:</b> *Phoneme Identification p.56 RR K pp.41-42, 27-28, 53-54</p> <p><b>Phonics/Spelling:</b> *Initial Consonants: /Kk/ /Bb/ /Ll/ p.63 RR K pp. 211-212, 201-202, 219-220 WB-TP pp. 89, 47, 93</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) pp.30 - 33</p> <p><b>Fluency</b> Use the appropriate <b>volume</b> to read fluently.</p>	<p><b>*Focus Numbers 0-10 (Read, Write &amp; Identify)</b> <b>Basic Drills:</b> Count forward/ backward, numeral cards, number pictures, number words, points, ordinal song, months of the year</p> <p><b>Ordering Numbers 0-10: Least to Greatest (Number sequences: count forward/backward)</b> Key words: least, greatest, order TB. P. 23 Curr. p. 7 Online Doc. p. 81</p> <p><b>*Add Whole Numbers 0 to 5: Order Property &amp; Parts of a Number Sentence</b> <b>Appropriate Strategy to Determine the Answer to Facts, (Addition in any order)</b> Keywords: addends, sum, plus sign, add TB p. 23, 128-132 Curr. P. 12-14 Online Doc. Pp 86-89</p> <p><b>*Addition Word Problems</b> <b>Keywords:</b> in all, altogether, in total Curr. Doc. 16 Online</p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96</p> <p>*Letter Practice: Kk, Bb, Ll K-TE Kk pp. 67-68, 70, 127-128, 130 K-TE Bb pp. 59-60, 69, 133-134, 145 K-TE Ll pp. 61-62, 69, 117-118, 129</p> <p>*Copy and write dates using abbreviated and full format.</p> <p>*Copy dates in full format p.100</p>	<p><b>Parts of Sentences</b></p> <p>*Ascertain the simple subject and predicate of a sentence.</p> <p>Parts of a Sentence p.112</p> <p>Write Source G1 – pp. 48-55</p>	<p><b>Personal Narrative</b></p> <p>* Develop narrative pieces that include character, setting and plot p.126, 134</p> <p>*Narrow ideas and elaborate on them p.126 *Sequence ideas appropriately using transitional word. p. 127</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details. p. 128</p> <p>*Compose varied and interesting introductions to their writing pieces. p. 129</p> <p>*Utilize various methods of concluding pieces in their writing. p. 130</p> <p>Write Source G1 – p.82-101</p> <p>10-day Writing Plan pp. 161-165</p>	<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>Resources: E-Book</b> p. 12</p> <p><b>Curriculum reference:</b> HLFE p. 19</p>	<p><b>Introduction to the Treble Clef / G Clef without the Staff</b></p> <p>(a) Identify the Treble Clef without the staff (b) Trace the Treble Clef (c) State the purpose of the treble clef (high pitches)</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 demonstrate skipping (directions, over objects, for distance, etc.)</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE (INTEGRATE WHERE POSSIBLE)	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	p. 74 <b>Strategy:</b> Choral Reading Literacy Resource Handbook p. 179 RR K pp.317-320	Doc. P. 90							
<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 RR K pp. 57-58, 65-66, 45-46</p> <p><b>Phonics/Spelling:</b> *Initial Consonant /Gg/ /Ww/ *Introduce Short Vowel /Oo/ p.63 RR K pp. 221-222, 227-228, 213-214 WB-TP pp. 70, 137, 173</p> <p><b>Comprehension:</b> *Sequence of Events p.82 RR K pp.329-330</p>	<p><b>*Focus Numbers 0-10 (Read, Write &amp; Identify)</b></p> <p><b>Basic Drills:</b> count forward/ backward, numeral cards, number pictures, number words, finger counting, ordinal song, months of the year</p> <p><b>Ordering Numbers 0-10: Greatest to Least (Number sequences: count forward/backward)</b> Key words: least, greatest, order TB. P. 23 Curr. p. 7 Online Doc. p. 81</p> <p><b>*Add Whole Numbers Sums to 10: Order Property</b> TB pp. 47-50 TB p. 23, 128-132 Curr. 12-14 Online Doc. Pp 86-89</p> <p><b>Word Problems: Ordering numbers</b></p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96</p> <p>*Letter Practice: Gg, Ww, Oo K-TE Gg pp. 47-48, 55, 105-106, 113 K-TE Ww pp. 75-76, 89, 155-156, 161 K-TE Oo pp. 45-46, 55, 90, 107-108, 113</p> <p>*Copy and write dates using abbreviated and full format.  Copy dates in full format p.100</p>	<p><b>Parts of Sentences</b></p> <p>*Ascertain the simple subject and predicate of a sentence.</p> <p>Parts of a Sentence p.112</p> <p>Write Source G1 – p. 48-55</p>	<p><b>Personal Narratives</b></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> <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 transitional words to tell about the events in a picture.</li> </ul> <p>Write Source G1 –</p>	<p><b>Taking Care of Me</b></p> <ul style="list-style-type: none"> <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>Resources:</b> E-Book: pp. 13-14</p> <p><b>Curriculum references:</b> HLFE pp. 23, 29 RK pp. 101-102 SCI pp. 60 - 61</p>	<p><b>Introduction of the Bass Clef/F Clef</b></p> <p>(a) Identify the bass clef without the staff (b) Trace the Bass Clef (c) State the purpose of the bass clef (low pitches)</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/Unit 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	SOCIAL SCIENCE (INTEGRATE WHERE POSSIBLE)	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>*Sight Words:</b> make, will, am, me, pretty (Systematic Sight Word Folder) pp. 34 - 37</p> <p><b>Fluency</b> Use the appropriate <b>pace</b> to read fluently. p. 74</p> <p><b>Strategy:</b> Choral Reading Literacy Resource Handbook p. 179 RR K pp.317-320</p>				<p>pp. 82-101</p> <p>10-day Writing Plan pp. 161-165</p>				
<b>8 MID TERM</b>	<b>Review Week: Review or reteach concepts taught until this point.</b>	<b>Review Week:</b> Review or reteach concepts taught until this point.	<b>Review Week: Practice Letters/Numbers taught until this point.</b>	<b>Review Week: Review or reteach concepts taught until this point.</b>	<b>Review Week: Review or reteach concepts taught until this point.</b>	<b>Review Week:</b> Review or reteach concepts taught until this point.	<b>Staff/Grand Staff</b> (a) Identify / Say the parts of the staff (Treble Clef, Bass Clef, staff lines, staff space) (b) Trace the space note on the staff (c) Trace the line note on the staff	<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> Galloping  At the end of this lesson, students will demonstrate galloping (different directions, over objects, for distance, etc.). <b>Diagnostic Assessment (Pre-Test) Please use a rubric for all performance-based assessments.</b>
<b>9 MID TERM</b>	<b>Review/Assessment Week: Review or assess concepts taught until this point.</b>	<b>Review/Assessment Week:</b> Review or assess concepts taught until this point.	<b>Review/Assessment Week: Review or assess concepts taught until this point.</b>	<b>Review/Assessment Week: Review or assess concepts taught until this point.</b>	<b>Review/Assessment Week: Review or assess concepts taught until this point.</b>	<b>The Earth</b> <ul style="list-style-type: none"> <li>Identify earth as a planet.</li> <li>Determine factors that make up planet earth.</li> <li>Describe the</li> </ul>	<b>*Pitch Sub Topic: Tone Colour</b> <ul style="list-style-type: none"> <li>What is pitch?</li> <li>Identify High &amp; Low Voices <ul style="list-style-type: none"> <li>i. Female voice</li> <li>ii. Male voice</li> </ul> </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 demonstrate swinging (in different directions, over objects, for

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						<ul style="list-style-type: none"> <li>job of the atmosphere</li> <li>Discuss ways we can care for the earth</li> <li>Determine the different kinds of landfalls found on earth</li> </ul> <p><b>Resources:</b> E-Book: pp. 38</p> <p><b>Curriculum reference:</b> SCI: pp. 68</p>	<ul style="list-style-type: none"> <li>iii. Boy's voice</li> <li>iv. Girl's voice</li> </ul>		distance, etc.).
10	<p><b>Listening &amp; Speaking:</b> *Performing multi-step oral instructions p.46</p> <p><b>Phonemic Awareness:</b> *Rhyming Words p.61 RR K pp.61-62, 69-70, 79-80, 85-86</p> <p><b>Phonics/Spelling:</b> *Initial Consonants /Jj/ /Vv/ /Qq/ p.63 RR K pp. 233-234, 239-240, 243-242 WB-TP pp. 85, 133, 113</p>	<p><b>Shakers-Junkanoo infusion:</b> Counting 20 tangible items (rocks, rice corn) and use to make shakers</p> <p><b>*Focus Numbers 0-10 (Read, Write &amp; Identify)</b></p> <p><b>Basic Drills:</b> count forward/ backward, numeral cards/pictures, number words, finger counting</p> <p><b>* Subtract Whole Numbers 0 to 5: Zero Property &amp; Parts of a Number Sentence</b> Key words: subtract, minus, subtrahend, minuend, difference, take away, less</p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96</p> <p>*Letter practice: Jj, Vv, Qq K-TE Jj pp. 79-80, 89, 121-122, 129 K-TE Vv pp. 93-94, 99, 153-154, 161 K-TE Qq pp. 91-92, 99, 109-110, 114</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><b>Asking Sentences</b></p> <p>*Construct Questions/Asking Sentences p.102</p> <p>Write Source G1 – pp. 54-55, 271, 290</p> <p>Junkanoo: Write questions/asking sentences students may have about the Junkanoo festival.</p>	<p><b>Personal Narratives</b></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</p>	<p><b>Protecting the Environment</b></p> <ul style="list-style-type: none"> <li>Determine the role of national parks</li> <li>Identify ways people can cause harm preserve national parks</li> <li>Discuss the importance of natural resources found on earth found on earth</li> </ul> <p><b>Resources:</b> E-Book p. 36-37</p>	<p><b>Instrumental Pitch</b></p> <ul style="list-style-type: none"> <li>Identify High &amp; low sounds on pitched Instruments (Flute-high pitch, Tuba Low pitch, xylophone, chimes, piano)</li> <li>Identify 'NO' pitch on non-pitched instrument (triangle, bass drum, tambourine etc.)</li> <li>Identify pitched and non-pitched</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 demonstrate bending (in different directions, over objects, for flexibility, etc.). <b>Formative Assessment (Worksheets)Performance-Based</b></p>

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	<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) pp.38 -41</p> <p><b>Fluency</b> Use the appropriate <b>pitch</b> to read fluently. p. 74 <b>Strategy:</b> Repeated Reading Literacy Resource Handbook p. 178 RR K pp.317-320</p> <p>Junkanoo: Students can use their sight words in dictating sentences about Junkanoo. E.g. <b>My</b> favourite group is the Saxons.</p>	<p>than, least, left, how many more, count back TB pp.79-81, 128-132 Curr. 12-13 Online Doc. Pp 86-87</p> <p><b>*Word Problems: Subtraction</b> Junkanoo infusion: incorporate Junkanoo instruments in word problems</p>	<p>Junkanoo: Create a lost/found tag with personal information for when attending a Junkanoo parade.</p>		<p>events of a story</p> <p>Write Source G1 – p.82-101</p> <p>10-day Writing Plan pp. 161-165</p> <p>Junkanoo: Narrative writing about going to the Junkanoo Museum.</p>	<p><b>Curriculum reference:</b> SCI: pp. 77-78 SS: pp. 82</p>	<p>Junkanoo instruments</p>		
<b>11</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</p>	<p><b>Shakers-Junkanoo infusion:</b> Counting 10 tangible items and use to make shakers</p> <p><b>*Focus Numbers 0-10 (Read, Write &amp; Identify)</b></p> <p><b>Basic Drills:</b> count forward/ backward,</p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96</p> <p>*Letter Practice: Xx, Ee K-TE Xx pp. 97-98, 99, 157-158, 161 K-TE Ee pp. 51-52, 56, 147-148, 161</p>	<p><b>Exclamatory Sentences</b></p> <p>*Construct Exclamatory Sentences p.102</p> <p>Write Source G1 – pp. 54-55, 271, 288, 290</p> <p>Junkanoo: Write</p>	<p><b>Personal Narratives</b></p> <p>*Develop narrative pieces.</p> <p>*Compose varied and interesting introduction for narrative writing pieces. p.129</p>	<p><b>Weather and Seasons</b></p> <ul style="list-style-type: none"> <li>Differentiate between weather, seasons, daytime and nighttime.</li> <li>Discuss dress code during each</li> </ul>	<p><b>Pitch: Junkanoo Instruments</b></p> <p>a) Identify high and low pitch on traditional Junkanoo Instruments (conch shell, cowbells, foghorn, bugles, whistles,</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,</p>

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	Segmentation p.57 RR K pp. 77-78, 63-64  <b>Phonics/Spelling:</b> *Initial Consonant: /Xx/ *Introduce Short Vowel /Ee/ p.63 RR K pp. 235-236, 225-226 WB-TP pp. 141, 185 <b>Comprehension:</b> *Context Clues p.78 RR K pp.307-308  <b>*Sight Words:</b> house, no, said, let, in, come (Systematic Sight Word Folder) p.42 - 45  <b>Fluency</b> Use the appropriate <b>volume, pace &amp; pitch</b> to read fluently. p. 74 <b>Strategy:</b> Reader's Theatre Literacy Resource Handbook p. 189 RR K pp.317-320  Junkanoo: Students can do their sound and sight words drills to Junkanoo beats.	numeral cards/ pictures, number words, finger counting  <b>*Subtract Whole Numbers 6- 10: Count back to subtract</b> Key words: subtract, minus, subtrahend, minuend, difference, take away, less than, least, left, how many more, count back TB. pp.82-84 Curr. 12-13 Online Doc. Pp 86-87  <b>*Subtraction Word Problems</b> Incorporate Junkanoo instruments / dancers in problems	Form and write various punctuation marks and symbols. p.99  Junkanoo: Students can rewrite their asking and exclamation sentences in their best handwriting.	exclamation sentences about the Junkanoo festival.	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> Write Source G1 – pp.82-101  10-day Writing Plan pp. 161-165  Junkanoo: Narrative writing about going to the Junkanoo Museum.	season. <b>Resources:</b> <b>E-Book</b> p. 40-41  <b>Curriculum reference:</b> SS pp. 79 SCI pp. 72	b) Identify high and low pitch of Non-traditional (Modern) junkanoo instruments (tom-tom drums, brass instruments, scrapers, 'koonkalacka'		etc.).



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12	<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 RR K pp. 65-66, 91-92, 81-82</p> <p><b>Phonics / Spelling:</b> *Initial Consonant: /Yy/ /Zz/ *Introduce Short Vowel /Uu/ p.63 RR K pp. 227-228, 241-242, 237-238 WB-TP pp. 145, 149, 195</p> <p><b>Comprehension:</b> *Context Clues p.78 RR K pp.307-308</p> <p><b>*Sight Words:</b> Review (Systematic Sight Word Folder) pp.46-49 help, ride, work, find, there, Sunday (Systematic Sight</p>	<p><b>Shakers-Junkanoo infusion:</b> Counting 15 tangible items and use to make shakers</p> <p><b>*Focus Numbers 11 - 15 (Read, Write &amp; Identify)</b> <b>Basic Drills:</b> Counting backwards, making a model, counters, tally marks, number words</p> <p><b>*Match Objects in Sets 0 - 15 (Identify Model Create) One to One Correspondence: counting manipulatives)</b> TB p. 33-36 Curr. P. 8 Online Doc. P. 82</p> <p><b>*Numbers: Before and After 0-15</b> Curr. p. 7; TB p. 22, 23</p> <p><b>*Add &amp; Subtract Whole Numbers 0 to 15</b> TB p. 23</p> <p><b>*Addition &amp; Subtraction Word Problems</b> Junkanoo instruments in word problems</p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96</p> <p>*Letter practice: Yy, Zz, Uu K-TE Yy pp. 77-78, 89, 159-160, 161 K-TE Zz pp. 95-96, 99, 151-152, 161 K-TE Uu pp. 73-74, 89, 123-124, 130</p> <p>*Form and write various punctuation marks and symbols p.99</p> <p>Junkanoo: Students can practice writing the names of Junkanoo groups and the holidays (special days) the parades are held on.</p>	<p><b>Common and Proper Nouns</b></p> <p>*Identify Nouns – Common / Proper p.103</p> <p>Write Source G1 – pp. 220-222, 276-277, 291-292</p> <p>Junkanoo: Complete a sort of instruments and names of Junkanoo groups.</p>	<p><b>Personal Narratives</b></p> <p>*Develop narrative pieces.</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting ideas. p. 128</p> <p>*Utilize various methods of concluding pieces in narrative writing pieces. p.130</p> <p>*Demonstrate voice in narrative writing pieces. pp.131,134</p> <p>Write Source G1 – pp.82-101, 254</p> <p>10-day Writing Plan pp. 161-165</p> <p>Junkanoo: Narrative writing about making a Junkanoo shaker.</p>	<p><b>Let's Give Thanks and Worship</b></p> <ul style="list-style-type: none"> <li>Identify Harvest as a special time to give thanks to God for His blessings</li> <li>Express thanks to God for His blessings</li> <li>Discover that human beings were created to worship God</li> <li>Explore the concept of worship and ways to worship God</li> <li>State the definition of prayer</li> <li>Discover that God hears and answers prayers</li> </ul> <p><b>Resources:</b> E-Book: pp. 42-43</p> <p><b>Curriculum reference:</b> RS: pp. 89-90, 93-94, 95-96</p>	<p><b>End of Term Review</b></p> <p>Notation Meter/ Time in 4/4 Steady Beat NO Beat Music Staff Treble and Bass Clef Parts of the Staff</p> <p>Seasonal &amp; Cultural Songs / Junkanoo Junkanoo pitch and non pitch instruments) Junkanoo: What is Junkanoo?</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: Non- Locomotor Movement</b> <b>Skill: Pushing/pulling</b></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	SOCIAL SCIENCE (INTEGRATE WHERE POSSIBLE)	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Word Folder) pp.50 -54</p> <p><b>Fluency</b> Use the appropriate <b>volume, pace &amp; pitch</b> to read fluently. p. 74 <b>Strategy:</b> Reader's Theatre Literacy Resource Handbook p. 189 RR K pp.317-320</p> <p>Junkanoo: Students can use context clues to figure out the names of different instrument.</p>								
<b>13</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 RR K pp. 9-10, 33-34, 85-86</p> <p><b>Phonics/Spelling:</b> *Short Vowel /Aa/ Word Families (Onset / Rime) (e.g. -ad, -at, -ap, -am, -ag)</p>	<p><b>Junkanoo infusion:</b> Counting 20 tangible items and use to make shakers</p> <p><b>*Focus Numbers 16-20 (Read, Write &amp; Identify)</b> <b>Basic Drills:</b> Number line, sorting objects, matching pictures, number words</p> <p><b>*Number Sequence: Before and After 0-20</b> TB. pp. 18-24 Curr. P. 7 Online doc. P. 81</p> <p><b>*Compare Numbers to 20: *Match Objects</b></p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96</p> <p>*Lowercase letter Practice: Curved letters – a, d, o, g, c, e, s K-TE pp. 55-56</p> <p>*Write 0-9 D'Nealian numbers correctly -Numbers 0-20 p.98</p> <p>Junkanoo: Students can chant the steps to writing the letters for the week to a Junkanoo beat.</p>	<p><b>Plural Nouns</b></p> <p>*Form Plurals by adding 's' to singular nouns p.104</p> <p>Write Source G1 – pp. 223, 278, 292</p> <p>WB-TP p. 447</p> <p>Junkanoo: Have students write the singular and plural form of Junkanoo instruments.</p>	<p><b>Personal Narratives</b></p> <p>*Develop narrative pieces that include character, setting and plot. p.134</p> <p>*Demonstrate voice in narrative writing pieces. pp.131,134</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</li> <li>Appropriate</li> </ul>	<p><b>It's Christmas Time</b></p> <ul style="list-style-type: none"> <li>State why Christians celebrate Christmas</li> <li>Retell the main events of the birth of Jesus Christ</li> <li>Identify Jesus as the Son of God</li> <li>Explain that Jesus came to earth as a baby and grew up in a family</li> <li>Tell stories about Junkanoo</li> <li>Name the holidays</li> </ul>	<p><b>Junkanoo:</b> What is Junkanoo?</p> <p>Costumes (Colour pictures of)</p> <p>Beat junkanoo tom-toms</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 (Unit Test)</p> <p>At the end of this lesson students will be able to demonstrate dodging (different directions, over objects, for agility, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE (INTEGRATE WHERE POSSIBLE)	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>p.64 RR K pp. 205-206 WB-TP pp. 153-162</p> <p><b>Comprehension:</b> *Classification p. 78</p> <p>*<b>Sight Words:</b> keep, away, ran, can't, on, this, if, Monday (Systematic Sight Word Folder) pp.55 -59</p> <p><b>Fluency</b> Use the appropriate <b>volume, pace &amp; pitch</b> to read fluently. p. 74 <b>Strategy:</b> Buddy Reading Literacy Resource Handbook p. 188 RR K pp.317-320</p> <p>Junkanoo: Classify junkanoo instruments by how the sound is made.</p>	<p><b>in Sets 0 – 20</b> <b>One to One Correspondence: counting manipulative</b> Keywords: More than, less than, equal to TB p. 22 –23, 33-36 Curr. Pp. 8 Online doc. P. 82</p> <p><b>*Add &amp; Subtract Whole Number sums to 20</b> TB p. 23</p>			<p>conclusions</p> <p>Write Source G1 – pp. 82-101, 254</p> <p>10-day Writing Plan pp. 161-165</p> <p>Junkanoo: Narrative writing about making a Junkanoo shaker.</p>	<p>Junkanoo is held</p> <p><b>Resources:</b></p> <p><b>E-Book:</b> pp. 44-45</p> <p><b>Curriculum references:</b> RS: pp. 75-76, 91-92 SS: p. 94</p>			
<b>14</b>	<b>REVISION OF SKILLS AND TOPICS</b>								
<b>15</b>	<b>END OF TERM EXAMINATIONS</b>								

# NATIONAL PACING GUIDE – GRADE 1

## EASTER TERM

THE ACADEMIC YEAR 2024-2025

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> Phoneme Segmentation p.57 RR K pp. 59-60, 151-152</p> <p><b>Phonics / Spelling:</b> Review Short Vowels and Consonants WB-TP pp. 556, 569, 577</p> <p><b>Comprehension:</b> Review of Christmas Term Topics or Continuation of Christmas topics (if incomplete)</p> <p><b>*Sight Words:</b> good, have, read, any, did, or, too, Tuesday, (Systematic Sight Word Folder) pp.60 - 63</p>	<p><b>*Focus Numbers 20-29 (Read, Write &amp; Identify) (Review 0-19)</b></p> <p><b>Basic Drills:</b> Number line, sorting objects, making a model, counters, tally marks, number words</p> <p><b>Place Value: Groups of Tens and Ones 1-29</b> Key words: place, value, tens, ones, base ten blocks, place value mat, tens rod/stick, ones unit TB. P. 100-101 Curr. P. 11 Online doc. P. 85</p> <p><b>Number Patterns – Before and After - Matching sets</b> <b>* Skip Counting by Tens</b> TB. pp.67-72</p> <p><b>Review : Add &amp; Subtract Whole Numbers to 20</b></p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96</p> <p>*Lowercase letter practice: Tall letters: f, b, l, t, h, k K-TE pp. 69-70</p> <p>*Form and write various punctuation marks and symbols p.99</p>	<p><b>Pronouns</b></p> <p>*Produce the correct pronouns for the nouns they replace Pronouns: he, she, It, I, me p.109</p> <p>Write Source G1 – pp. 224-227, 293</p>	<p><b>Compose Different Types of Poetry</b></p> <ul style="list-style-type: none"> <li>List Poems p.133</li> </ul> <p>Write Source G1 – pp.170 -176</p>	<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> <li>Apply decision-making self-awareness, self-acceptance critical and creative thinking skills to improve social behavior</li> </ul> <p><b>Resources:</b> <b>E-Book</b> p. 15</p> <p><b>Curriculum reference:</b> HLFE p. 17</p>	<p><b>Junkanoo</b></p> <ul style="list-style-type: none"> <li>History of Junkanoo</li> <li>Spell/ Trace the word Junkanoo</li> <li>Trace and Colour Junkanoo pics</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> Throwing</p> <p>At the end of this lesson, students will demonstrate throwing (in different directions, over objects, for height, distance, etc.).</p> <p><b>Diagnostic Assessment (Pre-Test) Please use a rubric for all performance-based assessments.</b></p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>Fluency</b> Using signals to read fluently: Period &amp; Question Mark p. 73 <b>Strategy:</b> Readers Theatre Literacy Resource Handbook p. 189 RR K pp.317-320</p>	<p>TB pp. 47-50, 23, 128-132 Curr. 12-14 Online Doc. Pp 86-89</p> <p><b>*Addition Word Problems</b></p>							
<b>2</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 RR K pp. 21-22, 35-36</p> <p><b>Phonics/Spelling:</b> *Short Vowel /li/ Word Families (Onset / Rime) p.64 (e.g. -it, -in, -ig, -ip) RR G1 pp. 207-208 WB-TP pp. 163-172</p> <p><b>Comprehension:</b> *Making Predictions p.80</p> <p><b>*Sight Words:</b> keep, your, when, that, say, look, go, hot, Wednesday (Systematic Sight Word Folder)</p>	<p><b>*Focus Numbers 30 - 39 (Read, Write &amp; Identify)</b></p> <p><b>Basic Drills:</b> Counting backwards, making a model, counters, tally marks, number words, counting to 100</p> <p><b>* Skip Counting by Tens</b> TB. pp.67-72</p> <p><b>Place Value: Tens and Ones 30- 39</b> TB. P. 100-101 Curr. P. 11 Online doc. P. 85</p> <p><b>Number Patterns – Before and After - Matching sets</b> TB. pp.18-24</p> <p><b>Comparing heights and lengths using Non-Standard Units</b> Keywords: as long as, tall as, longer than, shorter than,</p>	<p>*Writing upper and lowercase manuscript D’Nealian letters in three (3) lines. p.96</p> <p>*Lowercase letter practice: i, u, w, y, j K-TE p. 89</p> <p>*Write 0-9 D’Nealian numbers correctly -Write Ordinal Numbers - Numerals 20 –60 p.98</p>	<p><b>Plural Pronouns</b></p> <p>*Produce the correct Pronouns for the nouns they replace Pronouns: They, You, We, Us, Them p.109</p> <p>Write Source G1 – pp. 224-227</p>	<p><b>Compose Different Types of Poetry</b></p> <ul style="list-style-type: none"> <li>List Poems p.133</li> </ul> <p>Write Source G1 – pp.170 -176</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>Resources:</b> <b>E-Book</b> p. 16</p> <p><b>Curriculum reference:</b> RS pp. 113 –114, 115 - 116</p>	<p><b>Junkanoo Instruments</b></p> <p>*Discuss the Instruments(cowbells, Whistles, horns, scrapers)</p> <ul style="list-style-type: none"> <li>Discuss high and low sound instruments</li> <li>Discuss pitch and non pitched junkanoo instruments</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 demonstrate catching (different size objects, from various height or distance, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	pp.64 - 67 <b>Fluency</b> Using signals to read fluently. p. 73 <b>Strategy:</b> Radio Reading (puppet shows, role plays) Literacy Resource Handbook p. 182 RR K pp.317-320	measurement, non-standard unit TB. pp. 30-32 Curr. P. 22-23 Online doc. P. 96-97  <b>Measuring heights and lengths using Non- Standard Units</b> Keywords: length, height TB. pp. 30-32 Curr. P. 23 Online doc. P. 97							
<b>3</b>	<b>*Listening &amp; Speaking:</b> Speak clearly, audibly and with appropriate volume and pacing p.51  <b>Phonemic Awareness:</b> *Phoneme Segmentation p.57 RR K pp. 45-46, 61-62, 73-74  <b>Phonics / Spelling:</b> *Short Oo – Word Families (Onset & Rime) (e.g. -ot, -op, -og, -ob) p.64 RR K pp. 213-214, 229-230 WB-TP pp. 173-184  <b>Comprehension:</b>	<b>*Focus Numbers 40 – 49 (Read, Write &amp; Identify)</b>  <b>Basic Drills:</b> Tally marks, number words, counting to 100  <b>Place Value: Tens and Ones 40 - 49 Number Patterns – Before and After - Matching sets</b> TB. P. 100-101 Curr. P. 11 Online doc. P. 85  <b>*Skip Counting by Fives</b> TB. pp.67-72 Curr. P. 20 Online doc. P. 94	*Writing upper and lowercase manuscript D’Nealian letters in three (3) lines. p.96  *Lowercase letter practice: r, n, m, p K-TE p. 90  Write 0-9 D’Nealian numbers correctly -Write Ordinal Numbers - Numerals 50 –60 p.98	<b>Adjectives</b>  *Use Adjectives to describe nouns and pronouns (Colour and Sensory Words) p.115  Write Source G1 – pp. 238-239, 297	<b>Compose Different Types of Poetry</b>  • Rhyming Poems p.133  Write Source G1 – p.177	<b>Families are Special</b>  • Explain why God created the family  • Identify members of the first family and the roles they played  • Evaluate family roles and responsibilities  • Identify types of families and their members  • Explain how families help the community  • Explain the term “community”  • Share scriptures	<b>Costuming</b>  • Discuss original / traditional costumes (newspaper, raffia) • Discuss the modern day costume • Pics of costume	<b>Art Appreciation</b> Become acquainted with the names of artists and their work; Brent Malone Amos Ferguson Leonardo da Vinci	<b>Topic:</b> Manipulatives <b>Skill:</b> Striking with hands  At the end of this lesson, students will improve hand-eye coordination by using their hands to make contact and hit an object. <b>Formative Assessment (Worksheets)Performance-Based</b>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>*Making Predictions p.80</p> <p><b>*Sight Words:</b> put, friend, it, be, where, get, at, Thursday (Systematic Sight Word Folder) pp.68 - 71</p> <p><b>Fluency</b> Using signals to read fluently. p. 73</p> <p><b>Strategy:</b> Radio Reading (puppet shows, role plays) Literacy Resource Handbook p. 182 RR K pp.317-320</p>	<p><b>Measuring heights and lengths using Standard Units</b> (metre &amp; centimeter / feet &amp; inches)</p> <p><b>Keywords:</b> measure, feet, inches, standard units, metric unit, customary unit, height, length, centimeter, meter TB. P. 103-108 Curr. P. 24 Online doc. P. 98</p> <p><b>Money: Name, Identify and Count Bahamian</b> <b>Keywords:</b> Bahamian Coins- five cent, ten cent, twenty-five cent TB. P. 73-78 Curr. P. 29 Online doc. P. 103</p>				<p>about living in communities</p> <p><b>Resources:</b> <b>E-Book</b> pp. 17-18</p> <p><b>Curriculum references:</b> HLFE p. 16 RK pp.103 – 106 SS p. 93</p>			
<b>4</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 Substitution</p>	<p><b>*Focus Numbers 50 -59 (Read, Write &amp; Identify)</b></p> <p><b>Basic Drills:</b> Tally marks, number words, skip counting in 10's and 5's</p> <p><b>Place Value: Tens and Ones 50– 59 Number Patterns –</b></p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96</p> <p>*Lowercase letter practice: q, v, z, x K-TE pp. 99</p>	<p><b>Adjectives</b></p> <p>*Use Adjectives (shape and size) to describe nouns and pronouns p.115</p> <p>Write Source G1 – pp. 238-239, 297</p>	<p><b>Compose Different Types of Poetry</b></p> <ul style="list-style-type: none"> <li>Rhyming Poems p.133</li> </ul> <p>Write Source G1 – p.177</p>	<p><b>I Can Help, Too! (pt. 1)</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 community</li> </ul>	<p>Junior Junkanoo Parade</p> <ul style="list-style-type: none"> <li>Discuss the Jr. Junkanoo Parade</li> <li>Jr. Junkanoo Rehearsals</li> <li>Participate in class parade</li> <li>Participate in the Jr. Junkanoo</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 feet</p> <p>At the end of this lesson, students will 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>p.59 RR K pp. 63-64, 67-68, 71-72</p> <p><b>Phonics/Spelling:</b> *Short Vowel /Ee/ – Word Families (Onset &amp; Rime) p.64 (e.g. -ed, -eg, -en, -et) RR K pp. 225-226, 231-232, 261-262 WB-TP pp. 185-194</p> <p><b>Comprehension:</b> *Main Idea &amp; Supporting Details (Stories) p.81 RR K pp. 327-328</p> <p><b>*Sight Words:</b> green, yellow, red, brown, blue, pink, purple, white, orange, black (Systematic Sight Word Folder) pp. 72 - 75</p> <p><b>Fluency</b> Use the appropriate <b>pace</b> to read fluently. p. 74 <b>Strategy:</b> Word Pattern Road Race Literacy Resource Handbook p. 185 RR K pp. 317-320</p>	<p><b>Before and After - Matching sets</b> TB. P. 100-101 Curr. P. 11 Online doc. P. 85 <b>*Skip Counting by Fives</b></p> <p><b>Money: Name, Identify and Count American Coins</b> Keywords: penny, dime, nickel, quarter TB. P. 73-78 Curr. P. 29 Online doc. P. 103</p> <p><b>Money: Equivalent Coins Bahamian and US Coins</b> TB. P. 76 Curr. P. 29 Online doc. P 103</p>	<p>Write 0-9 D’Nealian numbers correctly -Write Ordinal Numbers - Numerals 50 –80 p.98</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>Resources:</b> <b>E-Book</b> pp. 28 - 29</p> <p><b>Curriculum references:</b> RS pp. 99-100 SS. p. 87</p>	parade		
<b>5</b>	<p><b>*Listening &amp; Speaking:</b> Display proper etiquette while communicating across</p>	<p><b>*Focus Numbers 60 – 69 (Read, Write &amp; Identify)</b></p>	<p>*Writing upper and lowercase manuscript D’Nealian letters in</p>	<p><b>Adjectives</b>  *Use Adjectives (how many) to</p>	<p><b>Descriptive Writing</b> *Develop descriptive writing pieces.</p>	<p><b>I Can Help, Too! (pt. 2)</b></p> <ul style="list-style-type: none"> <li>Identify two community helpers</li> </ul>	<p><b>The Orchestra</b>  Percussion Instruments</p>	<p><b>Value</b> Recognize light and dark;</p>	<p><b>Topic:</b> Manipulatives <b>Skill:</b> Dribbling with hands</p>



WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>various digital platforms (voice or video calls) Cont'd. p.48</p> <p><b>Phonemic Awareness:</b> *Phoneme Isolation p.59 RR K pp. 81-82, 105-106</p> <p><b>Phonics/Spelling:</b> *Short Vowel /Uu/ – Word Families (Onset &amp; Rime) p.64 (e.g. -ut, -ug, -ud, -um) RR K pp. 237-238, 249-252 WB-TP pp. 195-204</p> <p><b>Comprehension:</b> *Main Idea &amp; Supporting Details (Stories) p.81 RR K pp. 327-328</p> <p><b>*Sight Words:</b> who, about, an, yes, today, cold, now, Friday (Systematic Sight Word Folder) pp.76 -79</p> <p><b>Fluency</b> Use the appropriate <b>pace</b> to read fluently. p. 74 <b>Strategy:</b> On Your Mark, Get Set, Go!</p>	<p><b>Basic Drills:</b> Number line counting, counting backwards, tally marks, number words, counting in 10's and 5's</p> <p><b>Place Value: Tens and Ones 60 - 69</b> TB. P. 100-101 Curr. P. 11 Online doc. P. 85</p> <p><b>Number Patterns – Before and After - Matching sets</b> <b>*Skip Counting by tens, Fives</b> TB. pp.67-72 Curr. P. 20 Online doc. P. 94</p> <p><b>Money: Equivalent Coins (Bahamian and US Coins)</b> TB. P. 76 Curr. P. 29 Online doc. P. 103</p> <p><b>Word Problems: Money</b></p>	<p>three (3) lines. p.96</p> <p>*Lowercase letter practice: a - z K-TE p. 100</p> <p>Write 0-9 D'Nealian numbers correctly -Write Ordinal Numbers</p> <p>- Numerals 50 –80 p.98</p>	<p>describe nouns and pronouns. p.115</p> <p>Write Source G1 – pp. 238-239, 297</p>	<p>*Narrow ideas and elaborate on them</p> <p>*Develop descriptive pieces that utilize interesting words p. 126, 135</p> <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>Write Source G1 – p.62 - 79</p> <p>10-day Writing Plan pp. 161-165</p>	<p>responsible for safety.</p> <ul style="list-style-type: none"> <li>Explain the importance of the police officer in the community</li> <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>Resources:</b> <b>E-Book</b> pp. 28 - 29</p> <p><b>Curriculum reference:</b> RS pp. 99-100 SS p. 87</p>	<ul style="list-style-type: none"> <li>Learn Definition</li> <li>Identify Percussions</li> <li>Play Percussions</li> <li>Trace &amp; Color Percussions</li> </ul>		<p>At the end of this lesson, students will improve hand-eye coordination by transitioning around the playing area.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	Literacy Resource Handbook p. 184 RR K pp.317-320								
6	<p><b>*Listening &amp; Speaking:</b> Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. p.48</p> <p><b>Phonemic Awareness:</b> * Phoneme Blending p.58 RR K pp. 75-76, 79-80</p> <p><b>Phonics/Spelling:</b> *Consonant R Blends p.68 RR K pp. 267-268 WB-TP pp. 227-240</p> <p><b>Comprehension:</b> *Realism &amp; Fantasy p.83</p> <p><b>*Sight Words:</b> up, sleep, as, they, give, use, how, Saturday (Systematic Sight Word Folder) pp.80 - 83</p> <p><b>Fluency</b> Use the appropriate <b>volume</b> to read fluently. p. 74 <b>Strategy:</b> Radio Reading</p>	<p><b>*Focus Numbers 70 – 79 (Read, Write &amp; Identify)</b></p> <p><b>Basic Drills:</b> Tally marks, number words, counting in 10's and 5's</p> <p><b>Place Value: Tens and Ones 70 - 79 Number Patterns – Before and After - Matching sets</b> TB. P. 100-101 Curr. P. 11 Online doc. P. 85 <b>*Skip Counting by tens, Fives (Drills)</b> TB. pp.67-72 Curr. P. 20 Online doc. P. 94</p> <p><b>Money Value though exchange</b> TB. pp.74 Curr. P. 30 Online doc. P. 104</p> <p><b>Word Problems: Money</b></p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96</p> <p>*Upper letter practice: C, G, O, Q, S K-TE p. 113, 114</p> <p>Write 0-9 D'Nealian numbers correctly -Write Ordinal Numbers - Numerals 20–90 p.98</p>	<p><b>Verb Tenses</b></p> <p>*Apply the correct tenses to verbs Past Tense p.111</p> <p>Write Source G1 – pp. 230-233, 295-296</p>	<p><b>Descriptive Writing</b></p> <p>*Develop descriptive writing pieces.</p> <p>*Narrow ideas and elaborate on them</p> <p>*Develop descriptive pieces that utilize interesting words pp. 126, 135</p> <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>Write Source G1 – pp.62 - 79</p> <p>10-day Writing Plan pp. 161-165</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>Resources:</b> <b>E-Book</b> pp. 26 - 27</p> <p><b>Curriculum references:</b> RS pp. 111-112 SS p. 89</p>	<p>The Orchestra String Instruments</p> <ul style="list-style-type: none"> <li>Learn Definition</li> <li>Identify by sight violin &amp; viola</li> <li>Trace and color the violin and viola</li> <li>Listen to violin and viola as played on a recording</li> </ul>	<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 improve hand-eye coordination by using their feet to transition around the playing area.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	Literacy Resource Handbook p. 182 RR K pp. 317-320								
<b>7</b>  <b>MID TERM</b>	<b>Review Week: Review or reteach concepts taught until this point.</b>	<b>Review Week:</b> Review or reteach concepts taught until this point.	<b>Review Week:</b> <b>Review or reteach concepts taught until this point.</b>	<b>Review Week:</b> <b>Review or reteach concepts taught until this point.</b>	<b>Review Week:</b> <b>Review or reteach concepts taught until this point.</b>	<b>Review Week: Review or reteach concepts taught until this point.</b>	Woodwind Instruments in the Orchestra  <ul style="list-style-type: none"> <li>Learn definition</li> <li>Identify by sight the clarinet, and Flute</li> <li>Trace and color the instruments</li> </ul>	<b>Colour</b> <ul style="list-style-type: none"> <li>Primary colours</li> <li>Secondary colours</li> </ul>	<b>Topic:</b> Manipulatives <b>Skill:</b> Batting  At the end of this lesson, students will improve hand-eye coordination to hit objects successfully for distance.
<b>8</b>  <b>MID TERM</b>	<b>Review Week: Review or reteach concepts taught until this point.</b>	<b>Review/ Assessment Week:</b>  <b>Review : Money Value through exchange</b> TB. pp.74 Curr. P. 30 Online doc. P. 104	<b>Review/Assessment Week: Review or assess concepts taught until this point.</b>	<b>Review/Assessment Week: Review or assess concepts taught until this point.</b>	<b>Review Week: Review or reteach concepts taught until this point.</b>	<b>Leaders</b> <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> <b>Resources:</b> E-Book p. 23  <b>Curriculum reference:</b>	The Brass Instruments of the Orchestra  <ul style="list-style-type: none"> <li>Learn Definition</li> <li>Identify by sight the trumpet and trombone</li> <li>Trace and color the trumpet and trombone</li> <li>Listen to the trumpet and trombone as played on a recording or by the teacher</li> </ul>		<b>Topic:</b> Manipulatives <b>Skill:</b> Ball Rolling  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. <b>Formative Assessment (Worksheets)Performance-Based</b>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
						SS pp. 85 –86			
9	<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 Blending p.58 RR K pp. 167-168</p> <p><b>Phonics/Spelling:</b> *Consonant L Blends p.68 RR K pp. 267-268 WB-TP pp. 216-226</p> <p><b>*Comprehension:</b> *Cause and Effect p.87</p> <p><b>Sight Words:</b> fast, please, down, for, him, her, why, upon (Systematic Sight Word Folder pp. 87 - 90</p> <p><b>Fluency</b> Use the appropriate <b>volume</b> to read fluently. p. 74 <b>Strategy:</b> Buddy Reading Literacy Resource Handbook p. 188 RR K pp.317-320</p>	<p><b>*Focus Numbers 80 – 89 (Read, Write &amp; Identify)</b></p> <p><b>Basic Drills:</b> Skip Counting by 1's, 2's, 5's 10's to 100, Recall addition double facts to 20, tally marks, 2d shapes, Numbers before and after</p> <p><b>Place Value: Tens and Ones 80 - 89</b> TB. Pp. 100-101 Curr. P. 11 Online doc. P. 85</p> <p><b>Number Patterns – Before and After -Matching sets</b> TB. P. 7-16 Curr. P. 19 Online doc. P. 93</p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96</p> <p>*Upper letter practice: I, L, T, J, U, H, K K-TE pp. 129, 130</p> <p>Write 0-9 D'Nealian numbers correctly - 80-100 p.98</p>	<p><b>Verb Tenses</b></p> <p>*Apply the correct tenses to verbs Past Tense p.111</p> <p>Write Source G1 – pp. 230-233, 295-296</p>	<p><b>Descriptive Writing</b></p> <p>*Develop descriptive writing pieces.</p> <p>*Write descriptive essays that utilize interesting words p.135</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details. p. 128</p> <p>Demonstrate voice in descriptive writing pieces. pp. 131, 134</p> <p>Write Source G1 – pp. 62 - 79, 254</p> <p>10-day Writing Plan pp. 161-165</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>Resources:</b> <b>E-Book</b> p. 24</p> <p><b>Curriculum reference:</b> HLFE p. 19</p>	<p>Topics Review: (Teacher's discretion)</p> <p>Notation Meter / Steady Beat NO Beat Staff Line and spaces</p> <p>Recognizing the Treble and Bass Clefs Junkanoo Instruments</p> <p><b>Topic: Dynamics:</b> Definition LOUD – <i>f</i> / SOFT - <i>p</i> Listen to and or watch video of Orchestral Instruments playing LOUD and SOFT Identify the dynamic levels played</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 can transfer a ball from one point to another.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
		<p><b>*Skip Counting by Twos to 100</b> TB. pp.67-72 Curr. P. 20 Online doc. P. 94</p> <p><b>Addition and Subtraction whole numbers</b> TB pp. 47-50, 23, 128-132 Curr. Pp. 12-14 Online Doc. Pp 86-89</p>							
10	<p><b>*Listening &amp; Speaking:</b> Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. p.48</p> <p><b>Phonemic Awareness:</b> *Phoneme Substitution p.59 RR K pp. 165-166</p> <p><b>Phonics/Spelling:</b> *Consonant S Blends p.68 RR K pp. 267-268 WB-TP pp. 205-215</p> <p><b>Comprehension:</b> *Cause &amp; Effect p.87</p> <p><b>*Sight Words:</b> could,</p>	<p><b>*Focus Numbers 90 – 100 (Read, Write &amp; Identify)</b></p> <p><b>Basic Drills:</b> Skip Counting by 1's, 2's, 5's 10's to 100, Recall addition double facts to 20, tally marks, 2d shapes</p> <p><b>Place Value: Tens and Ones 90- 100</b> TB. P. 100-101 Curr. P. 11 Online doc. P. 85</p> <p><b>*Skip Counting by Twos to 100</b> TB. pp.67-72 Curr. P. 20 Online doc. P. 94</p> <p><b>Time: Times of Day</b> Key words: morning,</p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96</p> <p>*Upper letter practice: A, B, D, M K-TE p. 145</p> <p>Write 0-9 D'Nealian numbers correctly</p> <ul style="list-style-type: none"> <li>Numerals 0-100 p.98</li> </ul>	<p><b>Subject-Verb Agreement</b></p> <p>*Apply the rules of subject-verb agreement p.114</p> <p>Write Source G1 – pp. 234-235, 289</p>	<p><b>Descriptive Writing</b> *Develop descriptive writing pieces.</p> <p>*Demonstrate voice in descriptive writing pieces pp.131,134</p> <p>Write Source G1 – pp.62 - 79, 254</p> <p>10-day Writing Plan pp. 161-165</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>Resources:</b> <b>E-Book</b> p. 25</p> <p><b>Curriculum reference:</b> RS pp. 119 - 120</p>	<p>Dynamics Cont'd. Sub Topic: Listening Musicianship</p> <ul style="list-style-type: none"> <li>Listen for Dynamic levels in voices, instruments</li> <li>Sing varied dynamic levels</li> <li>Use body movements to demonstrate Loud and soft</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 across objects. <b>Formative Assessment (Worksheets)Performance-Based</b></p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	walk, has, take, of, laugh, drink, far (Systematic Sight Word Folder) pp. 91 - 94  <b>Fluency</b> Use visual clues (period and comma) to read fluently. p. 73 <b>Strategy:</b> Choral Reading Literacy Resource Handbook p. 179 RR K pp.317-320	afternoon, mid-day, evening, night, day, week, month TB. P. 39-44 Curr. P. 27 Online doc. P. 101  <b>Time to the Hour (Analog &amp; Digital Clocks)</b> TB. p 123-125 Curr. Pp.28-29 Online doc. Pp. 102-103  <b>Word Problems: Time</b>							
11	<b>*Listening &amp; Speaking:</b> Use Standard English and dialect expressions appropriately Cont'd. p.49  <b>Phonemic Awareness:</b> *Phoneme Substitution p.59 RR K pp. 165-166, 175-176  <b>*Phonics / Spelling:</b> Long Vowel /Aa/ ai, ay and a_e (Final e), p.65 RR K pp. 245-246 WB-TP pp. 303, 313-323  <b>Comprehension:</b> *Making Inferences p.86	<b>*Focus Numbers 0-100 (Read, Write &amp; Identify)</b>  <b>Basic Drills:</b> Skip Counting by 1's, 2's, 5's 10's to 100, Recall addition double facts to 20, tally marks, 2d shapes  <b>Time to the Hour (Analog &amp; Digital Clock)</b> TB. pp.126-127 Curr. Pp.28-29 Online doc. Pp. 102-103  <b>Pictographs: (Interpreting, Drawing Conclusions and Making</b>	*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96  *Upper letter practice: N, P, R K-TE p. 146  Write 0-9 D'Nealian numbers correctly Numerals 0-100 p.98	<b>Possessive Nouns</b>  *Form singular and plural possessive nouns. p.108	<b>Descriptive Writing</b> *Develop descriptive writing pieces.  *Demonstrate voice in descriptive writing pieces pp.131,134  Write Source G1 – pp.62 - 79, 254  10-day Writing Plan pp. 161-165	<b>Transportation</b>  <ul style="list-style-type: none"> <li>Identify various types of land transportation</li> <li>Explain the importance of various land transportations to everyday life</li> </ul> <b>Resources: E-Book</b> p. 30  <b>Curriculum reference:</b> SCI pp. 92	<b>Introduction to TEMPO</b>  Definition of Tempo Examples of Fast & Slow animals, Fast & Slow Music Perform Fast & slow movements  *Tempo is the speed of the music/beat  Allegro-Fast / Adagio –Slow Examples of...	<b>Space</b> <ul style="list-style-type: none"> <li>Positive</li> <li>Negative</li> </ul>	<b>Topic:</b> Manipulatives <b>Skill:</b> Jump Rope  At the end of this lesson students will be able to control a jump rope and successfully turn and jump over the rope consecutively.

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>*Sight Words:</b> had, don't, some, them, by, very, old, went (Systematic Sight Word Folder) pp.95 - 98</p> <p><b>Fluency</b> Use visual clues (period and comma) to read fluently. p. 73</p> <p><b>Strategy:</b> Choral Reading Literacy Resource Handbook p. 179 RR K pp.317-320</p>	<p><b>Predictions)</b> Keywords: Data. Graph, more, greater than, less, fewer, less than, prediction, conclusion TB. pp. 55-58 Curr. Pp. 41-42 Online doc. Pp. 114-115</p> <p><b>Word Problems: Graphs</b> TB. p. 94-95</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 Addition &amp; Deletion p.60 RR K pp. 135-136, 157-158</p> <p><b>*Phonics/Spelling:</b> Long Vowel /li/ - ie, i_e (Final e) p.65 RR K pp. 109-110, 247-248, 259-260 WB-TP pp. 303, 348-357</p> <p><b>Comprehension:</b> * Making Inferences p.86</p> <p><b>*Sight Words:</b> five, ten, two, seven, nine, three, eight, one, six, four (Systematic Sight Word Folder) pp.99 - 102</p> <p><b>Fluency:</b> Read aloud a variety of texts with appropriate volume. p. 74</p> <p><b>Strategy:</b> Choral Reading</p>	<p><b>*Focus Numbers 0-100 (Read, Write &amp; Identify)</b></p> <p><b>Basic Drills:</b> Skip Counting by 1's, 2's, 5's 10's to 100, Recall addition double facts to 20, tally marks, 2d shapes</p> <p><b>Time to the Half Hour</b> TB. pp.126-127 Curr. Pp.28-29 Online doc. Pp. 102-103</p> <p><b>Bar Graphs: Interpreting, Drawing Conclusions and Making Predictions</b> Keywords: Bar, data. Graph, more, greater than, less, fewer, less than, prediction, conclusion TB. Pp. 93-96 Curr. Pp. 41-42 Online doc. Pp. 115-115</p> <p><b>Word Problems: Graphs</b> TB. p. 94</p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96</p> <p>*Upper letter practice: E, F, Z, V K-TE p. 161</p> <p>Write 0-9 D'Nealian numbers correctly Numerals 0-100 p.98</p>	<p><b>Helping Verbs</b></p> <p>*Identify helping verbs. p.110</p>	<p><b>Descriptive Writing</b></p> <p>*Develop descriptive writing pieces.</p> <p>*Demonstrate voice in descriptive writing pieces pp.131,134</p> <p>Write Source G1 – pp.62 - 79, 254</p> <p>10-day Writing Plan pp. 161-165</p>	<p><b>Bodies of Water</b></p> <p>•Differentiate among bodies of water</p> <p>•Distinguish between land and water</p> <p>E Book Pg 48</p> <p><b>Curriculum reference:</b></p> <p>SCI: p. 68 SS: p. 78</p>	<p><b>Tempo (Review)</b></p> <ul style="list-style-type: none"> <li>Tempo changes using cultural songs or other (include Commonwealth Day songs)</li> <li>Demonstrate tempo changes through body movements</li> <li>Identify and Describe tempo changes in cultural songs</li> </ul>	<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 aim for control and distance by throwing objects.</p>



WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	Literacy Resource Handbook p. 179 RR K pp.317-320								
13	<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 RR K pp. 75-76, 83-84</p> <p><b>* Phonics/Spelling:</b> Long Vowel /Uu/ - ui and u_e (Final e) p.65 RR K pp.117-118, 143-144, 255-256 WB-TP pp. 303, 358</p> <p><b>Comprehension:</b> Fact and Opinion p.84</p> <p><b>*Sight Words:</b> was, around, tell, eat, think, our, gave, once (Systematic</p>	<p><b>*Focus Numbers 0-100 (Read, Write &amp; Identify)</b></p> <p><b>Basic Drills:</b> Skip Counting by 1's, 2's, 5's 10's to 100, Recall addition double facts to 20, tally marks, 2d shapes</p> <p><b>Time to the Hour and Half Hour</b> Keywords: minute hand, hour hand, O'clock, minute, hour, half hour, digital, analog, clock, half past TB. Pp.123- 127 Curr. Pp.28-29 Online doc. Pp. 102-103</p> <p><b>Tally Marks and Tally Graphs Parts of graph, Interpreting</b> Keywords: Graphs, data, tally mark Curr. P. 41 Curr pp. 41-42 Online doc. Pp. 115-114</p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96</p> <p>*Upper letter practice: W, X, Y K-TE p. 162</p> <p>Write 0-9 D'Nealian numbers correctly Fraction Numbers p.98</p>	<p><b>Synonyms</b></p> <p>*Provide synonyms for given words. p.119 RR G1 pp. 303-304</p>	<p><b>Invitations</b></p> <p>*Compose an invitation to an event. p.137</p>	<p><b>The Bible</b></p> <ul style="list-style-type: none"> <li>State that the Bible is the Word of God</li> <li>Discover that the Bible teaches us about God</li> <li>Explain that the Bible teaches us how to live</li> <li>State that the Bible is made up of many books</li> <li>Identify some of the books of the Bible</li> <li>Discover that the books of the Bible were written by many different authors</li> </ul> <p><b>Resources:</b> <b>E-Book:</b> p. 47</p> <p><b>Curriculum reference:</b> RS: pp. 81-82, 83-84</p>	<p><b>Cultural Songs and Dances</b></p> <ul style="list-style-type: none"> <li>Sing songs by Phil Stubbs or other mentioned Bahamian artist</li> <li>Learn / Practice 'Mash the Roach' dance using a cultural artist song</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/Unit Test (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
	Sight Word Folder) pp.103 - 106  <b>Fluency</b> Read aloud a variety of texts with appropriate pacing. p. 74 <b>Strategy:</b> Look for the Signals Literacy Resource Handbook pp. 190-191 RR K pp.317-320	<b>Addition and Subtraction of Whole Numbers</b> TB. pp.47-50 Curr. Pp. 14 Online Doc. P. 88  <b>Word Problems: All Topics</b> TB. p. 94							
14	<b>*Listening &amp; Speaking:</b> Use Standard English and dialect expressions appropriately Cont'd. p.49  <b>Phonemic Awareness:</b> *Phoneme Categorization p.56 RR K pp. 111-112, 141-142,  <b>*Phonics/Spelling:</b> Long Vowel /Oo/ - oa, oe, ow, o_e (Final e) p.65 RR K pp. 253-254, 265-266	<b>*Focus Numbers 0-100 (Read, Write &amp; Identify)</b>  <b>Basic Drills:</b> Skip Counting by 1's, 2's, 5's 10's to 100, Recall addition double facts to 20, tally marks, 2d shapes  <b>Time to the Hour and Half Hour</b> Keywords: O'clock, hour, half hour, half past TB. Pp.123- 127 Curr. Pp.28-29 Online doc. Pp. 102-103  <b>Tally Marks and Tally Graphs</b> Curr. P. 41 Curr pp.	*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96  *Upper letter practice: A - Z K-TE p. 165, 166, 167  Write 0-9 D'Nealian numbers correctly Fraction Numbers p.98	<b>Antonyms</b>  *Provide antonyms for given words. p.120  RR G1 pp. 305-306  Write Source G1 – p. 287	<b>Invitations</b>  *Compose an invitation to an event. p.137	<b>Celebrating Easter (pt.1)</b>  <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>	<b>Bahamian Culture</b> What is Culture? definition <ul style="list-style-type: none"> <li>Bahamian Songs / Composers</li> </ul> i. Timothy Gibson ii. Phil Stubbs (Perseverance Church Out Crab Walkin' Hurricane is Coming)	<b>Texture</b> <ul style="list-style-type: none"> <li>Natural textures</li> <li>Manmade textures</li> </ul>	<b>Topic:</b> Track and Field <b>Skill:</b> Sprints 60m –100m  At the end of this lesson students will be able to demonstrate running speed and control over a short distance. <b>Diagnostic Assessment (Pre-Test) Please use a rubric for all performance-based assessments.</b>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>WB-TP pp. 303, 336-347</p> <p><b>Comprehension:</b> Fact and Opinion p.84</p> <p><b>*Sight Words:</b> came, found, out, his, ask, draw, ate, fall (Systematic Sight Word Folder) pp.107 - 110</p> <p><b>Fluency</b> Read aloud a variety of texts with appropriate pacing. p. 74</p> <p><b>Strategy:</b> Readers Theatre Literacy Resource Handbook p. 189 RR K pp.317-320</p>	<p>41-42 Online doc. Pp. 115-114</p> <p><b>Addition and Subtraction of Whole Numbers</b> TB. pp.47-50 Curr. Pp. 14 Online Doc. P. 88</p> <p><b>Word Problems: Graphs</b></p>				<p><b>Resources:</b> <b>E-Book</b> pp. 19-20</p> <p><b>Curriculum references:</b> RS pp. 107 – 110 SS pp. 95</p>			

## NATIONAL PACING GUIDE – GRADE 1

### SUMMER TERM

THE ACADEMIC YEAR 2024-2025

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 RR G1 pp. 87-88, 93-94, 99-100, 147-150</p> <p><b>*Phonics/Spelling:</b> Long Vowels /Ee/ ee, ea p.65 RR G1 pp. 123-124, 145-1456, 257-258 WB-TP pp. 303, 324-335</p> <p><b>Comprehension:</b> *Compare and Contrast p.85</p> <p><b>*Sight Words:</b> going, write, stop, into, got, made, new,</p>	<p><b>*Focus Numbers 0-100 (Read, Write &amp; Identify)</b> <b>Basic Drills:</b> Skip Counting by 1's, 2's, 5's 10's to 100, Recall addition double facts to 20, tally marks</p> <p><b>Fractions: Numerator and Denominator</b> Key words: numerator, equal parts, denominator TB pp. 115-122 Curr. Pp. 17 Online Doc. P. 91</p> <p><b>Addition whole Numbers (Strategy: count on)</b> Key words: Addend, sum, plus, equals, addition number sentence TB p. .47-49; Curr. Pp. 14 Online Doc. P. 88</p> <p><b>Word Problems: All topics</b></p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p. 96 <i>(If students show readiness, teacher can introduce the practice of writing on 2 lines.)</i></p> <p>*Form and write various punctuation marks and symbols. p.99</p>	<p><b>Compound Words</b></p> <p>*Identify compound words. p. 105</p> <p>RR G1 pp. 87-88, 93-94, 99-100, 147-150</p> <p>WB-TP pp. 484-490</p>	<p><b>Fictional Narrative Stories</b></p> <p>*Develop (fictional) narrative pieces that include characters, setting and plot (stories). p. 134</p> <p>Write Source G1 – pp.160 - 169, 254</p> <p>10-day Writing Plan pp. 161-165</p>	<p><b>Celebrating Easter (pt.2)</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>Resources:</b> <b>E-Book</b> pp. 19-20</p> <p><b>Curriculum references:</b> RS pp. 107 – 110 SS pp. 95</p>	<p><b>Bahamian / Cultural Songs</b></p> <ul style="list-style-type: none"> <li>What is Culture (Review definition)</li> </ul> <p>Subtopic: National Anthem and Commonwealth Day</p> <ol style="list-style-type: none"> <li>Words of N.A.</li> <li>What is Commonwealth Day</li> <li>Trace and Colour the Bahamian Flag</li> <li>Discuss what the colours in the flag represent.</li> </ol>	<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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	Social Science	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	would (Systematic Sight Word Folder) pp.111 - 114  <b>Fluency</b> Read aloud a variety of texts with appropriate intonation and expression. p. 74 <b>Strategy:</b> Tape-Recorded Reading Literacy Resource Handbook p. 187 RR G1 pp.317-320								
2	<b>*Listening &amp; Speaking:</b> Use Standard English and dialect expressions appropriately Cont'd. p.49  <b>Phonemic Awareness:</b> *Rhyming Words p.61 RR G1 pp. 97-98, 133-134  <b>Phonics/Spelling:</b> *Consonant Digraph /sh/ p. 69 WB-TP pp. 241 – 250  <b>Comprehension:</b>	<b>*Focus Numbers 0-100 (Read, Write &amp; Identify)</b> <b>Basic Drills:</b> Skip Counting by 1's, 2's, 5's 10's to 100, Recall addition double facts to 20, tally marks, 2d shapes  <b>Fractions:</b> Part of a Whole or Group Key words: one half ( $\frac{1}{2}$ ), one fourth ( $\frac{1}{4}$ ), One third ( $\frac{1}{3}$ ) TB p. 115-122 Curr. Pp. 17 Online Doc. 91  <b>Addition Whole Numbers (Strategy: doubles, doubles plus 1)</b> Key words: Addend,	*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p.96 <i>(If students show readiness, teacher can introduce the practice of writing on 2 lines.)</i>  *Form and write punctuation marks and symbols p.99	<b>Homophones</b>  *Identify homophones. p.121  Write Source G1 – p. 284-286	<b>Fictional Narrative Stories</b>  *Develop (fictional) narrative pieces that include characters, setting and plot (stories). p. 134  Write Source G1 – pp.160 - 169, 254  10-day Writing Plan pp. 161-165	<b>Matter</b>  • Define the term matter  • Explain the term “physical change”.  • Identify items that represent the three states of matter.  • Demonstrate how an object can change from one state of matter to another.  <b>Resources:</b>  <b>E-Book</b> p. 31 <b>Curriculum reference:</b> SCI p. 74	<b>Bahamian / Cultural Songs (Recap previous week's lesson)</b>  Listen and dance to Bahamian Songs  Describe the instruments played in the songs	<b>Patterns</b> • Patterns in the environment  • Repeat patterns  • Recognize patterns in blocks, tiles, fabric	<b>Topic:</b> Track and Field <b>Skill:</b> Middle Distance 400m  At the end of this lesson students will be able to demonstrate running speed, endurance, and control over a middle distance <b>Formative Assessment (Worksheets)Performance-Based</b>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	Social Science	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>*Compare and Contrast p. 85</p> <p><b>*Sight Words:</b> best, together, over, long, off, small, sit, were (Systematic Sight Word Folder) pp.115 - 118</p> <p><b>*Fluency</b> Read aloud a variety of texts with appropriate pitch. p. 74 <b>Strategy:</b> Radio Reading Literacy Resource Handbook p. 182 RR G1 pp.317-320</p>	<p>sum, plus, equals, addition number sentence TB p. 47-50 Curr. Pp. 11-15 Online Curr. P. 85-89</p> <p><b>Word Problems: Addition</b> Curr. Pp. 15 –16 Online doc. Pp. 89 - 90</p>							
<b>3</b>	<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 RR G1 pp. 137-138</p> <p><b>Phonics/Spelling:</b> * Consonant Digraph /th/ p.69 WB-TP pp.272-281</p>	<p><b>*Focus Numbers 0-100 (Read, Write &amp; Identify)</b></p> <p><b>Basic Drills:</b> Skip Counting by 1's, 2's, 5's 10's to 100, Recall addition double facts to 20, tally marks, 2d shapes</p> <p><b>Fractions (Identify, Explain and Write)</b> Key words: numerator, denominator, one half (½), one fourth (¼), One third (1/3) TB pp. 115-122</p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p. 96 <i>(If students show readiness, teacher can introduce the practice of writing on 2 lines.)</i></p> <p>*Write personal information. p. 97</p>	<p><b>Capitalization Rules</b></p> <p>*Apply capitalization rules p.122</p> <p>Write Source G1 – pp. 53, 275-277, 288</p>	<p><b>Fictional Narrative Stories</b></p> <p>*Develop (fictional) narrative pieces that include characters, setting and plot (stories). p. 134</p> <p>Write Source G1 – pp.160 - 169, 254</p> <p>10-day Writing Plan pp. 161-165</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>Resources:</b> <b>E-Book</b> p. 32</p> <p><b>Curriculum reference:</b> SCI: p. 62 - 63</p>	<p><b>Bahamian Dances</b></p> <p>(The Quadrille, Roach, Heel and Toe, Conch Style)</p> <p>Learn the listed Bahamian Dance steps</p> <p>Practice the dance steps to Bahamian songs - Describe the dance steps (Teacher's discretion)</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 Distance 800m</p> <p>At the end of this lesson students will be able to demonstrate running speed, endurance, and control over a long distance.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	Social Science	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p><b>Comprehension:</b> *Drawing Conclusions p.88</p> <p><b>*Sight Words:</b> thank, school, but, own, never, fly, know, much (Systematic Sight Word Folder) pp.122 - 124</p> <p><b>*Fluency</b> Use visual clues (punctuation marks) to aid reading. p. 73 <b>Strategy:</b> Look for the Signals Literacy Resource Handbook pp. 190-191 RR G1 pp.317-320</p>	<p>Curr. Pp. 17 Online doc. P. 91</p> <p><b>Subtraction of Whole numbers</b> Key words: subtrahend, minuend, difference, zero property TB p. 79-84 Curr. Pp. 13 Online doc. 87</p> <p><b>Word Problems: All Topics</b> Keywords: Left, how many more, how many fewer, minus, take away, subtract TB pp. 139-144 Curr. Pp. 15-16 Online doc. pp. 89-90</p>							
4	<p><b>*Listening &amp; Speaking:</b> Employ key vocabulary/phrases that good communicators use p.50</p> <p><b>Phonemic Awareness:</b> *Phoneme Blending p.58 RR G1 pp. 151-152</p> <p><b>*Phonics/Spelling:</b> Consonant Digraph</p>	<p><b>*Focus Numbers 0-100 (Read, Write &amp; Identify)</b></p> <p><b>Basic Drills:</b> Skip Counting by 1's, 2's, 5's 10's Counting to 100, Recall addition double facts to 20, tally marks, 2d shapes)</p> <p><b>Lines of Symmetry</b> Key words: symmetry, equal TB pp. 88 Curr. Pp. 38</p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p. 96 <i>(If students show readiness, teacher can introduce the practice of writing on 2 lines.)</i></p> <p>*Write personal information. p. 97</p>	<p><b>Simple Subject and Predicates</b></p> <p>*Identify the simple subject and the simple predicated of a sentence.</p> <p>Write Source G1 – pp. 48-53, 229, 288</p>	<p><b>Fictional Narrative Stories</b></p> <p>*Develop (fictional) narrative pieces that include characters, setting and plot (stories). p. 134 Write Source G1 – pp.160 - 169, 254</p> <p>10-day Writing Plan pp. 161-165</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>Resources:</b> <b>E-Book</b></p>	<p><b>Listening Musicianship &amp; Performance</b></p> <ul style="list-style-type: none"> <li>Identify Bahamian, Caribbean and International Songs</li> <li>Describe the differences and similarities in Bahamian, Caribbean and other songs (Instruments, Tempo, etc</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 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>/ch/ /tch/ p.69 WB-TP pp. 261-271</p> <p><b>Comprehension:</b> *Drawing Conclusions p.88</p> <p><b>*Sight Words:</b> which, always, try, must, under, open, just, buy (Systematic Sight Word Folder) pp.126 - 129</p> <p><b>Fluency</b> Use visual clues (punctuation marks) to aid reading. p. 73 <b>Strategy:</b> Look for the Signals Literacy Resource Handbook p. 190- 191 RR G1 pp.317-320</p>	<p>Online doc. P. 112</p> <p><b>3d shapes: (Identify and Describe)</b> Key words: cone, cylinder, pyramid, sphere, cube, faces, sides, corners Curr. p. 37 Online Doc. p 111</p> <p><b>Subtraction of Whole numbers</b> TB p. 47-50 Curr. Pp. 17 Online doc. 17</p> <p><b>Word Problems: All topics</b></p>				<p>p. 33</p> <p><b>Curriculum reference:</b> SCI pp. 64, 66, 82</p>			
<b>5</b>	<p><b>*Listening &amp; Speaking:</b> Employ key vocabulary/phrases that good communicators use p.50</p> <p><b>Phonemic Awareness:</b> *Phoneme Blending p.58</p>	<p><b>*Focus Numbers 0-100 (Read, Write &amp; Identify)</b></p> <p><b>Basic Drills:</b> Skip Counting by 1's, 2's, 5's 10's Counting to 100, Recall addition double facts to 20, tally marks, 2d shapes</p> <p><b>Surface Area</b> Key words: area,</p>	<p>*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p. 96 <i>(If students show readiness, teacher can introduce the practice of writing on 2 lines.)</i></p> <p>*Copy and write dates using</p>	<p><b>Conjunctions</b></p> <p>*Use conjunctions to join words or phrases. p. 118</p>	<p><b>Fictional Narrative Stories</b></p> <p>*Develop (fictional) narrative pieces that include characters, setting and plot (stories). p. 134</p> <p>Write Source G1 – pp.160 - 169, 254</p> <p>10-day Writing Plan</p>	<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 which people use animals</li> </ul>	<p><b>Caribbean Composers and Music</b></p> <ul style="list-style-type: none"> <li>Bob Marley</li> <li>Machal Montano</li> <li>Other (Teacher's Choice)</li> </ul>	<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
	RR G1 pp. 159-160 <b>*Phonics/Spelling:</b> Digraph -ck p. 69  <b>Comprehension:</b> *Making Judgments p. 89  <b>*Sight Words:</b> before, its, then, from, after, cut, many, shall (Systematic Sight Word Folder) pp.130 - 133  <b>*Fluency</b> Use visual clues (punctuation marks) to aid reading. p. 73 <b>Strategy:</b> Buddy Reading Literacy Resource Handbook p. 188 RR G1 pp.317-320	surface, square units TB pp. 146-149 Curr. Pp. 26 Online Doc. P. 100  <b>3d shapes: (Sort            and Classify)</b> Key words: classify, Venn diagram, stack, roll, slide Curr. Pp. 33 Online doc. Pp. 106- 107  <b>Probability</b> Key words: likely, unlikely, impossible, chance TB p. 157-158 Curr. Pp. 42-43 Online doc. Pp. 116- 117  <b>Word Problems: All            Topics</b>	abbreviated and full formats. p.100		pp. 161-165	<ul style="list-style-type: none"> <li>Identify seafood products grown in The Bahamas</li> </ul> <b>Resources:</b> <b>E-Book</b> p. 34  <b>Curriculum references:</b> SCI pp. 64, 66, 82 SS p. 90			
6	<b>*Listening &amp; Speaking:</b> Employ key vocabulary/phrases that good communicators use p.50  <b>Phonemic Awareness:</b> *Phoneme Segmentation p.57	<b>*Focus Numbers 0-100 (Read, Write &amp; Identify)</b>  <b>Basic Drills:</b> Skip Counting by 2's, 5's 10's to 100, , Recall addition double facts to 20, tally marks, 2d shapes  <b>Addition and Subtraction</b>	*Writing upper and lowercase manuscript D'Nealian letters in three (3) lines. p. 96 <i>(If students show readiness, teacher can introduce the practice of writing on 2 lines.)</i>  *Copy and write	<b>Nouns (Gender and Collective)</b>  *Use the correct gender for a noun. p.106  *Use the exact word to name part of or an entire collection of people, animals or things. p. 107	<b>Fictional Narrative Stories</b>  *Develop (fictional) narrative pieces that include characters, setting and plot (stories). p. 134  Write Source G1 – pp.160 - 169, 254	<b>Pentecost and the Holy Spirit</b> <ul style="list-style-type: none"> <li>Discover what Pentecost means</li> <li>Retell the story of the coming of the Holy Spirit</li> <li>Express why Jesus promised to send the Holy Spirit</li> </ul>	<b>International Composers</b> <ul style="list-style-type: none"> <li>Allan Menken Disney Songs (Dynamis, tempo, instruments, voices)</li> <li>Bare necessities,</li> <li>Hakuna Matata.</li> <li>Let it go,</li> </ul>	<b>Contrast</b> <ul style="list-style-type: none"> <li>Light versus dark</li> <li>Rough versus smooth</li> <li>Large versus small</li> </ul>	<b>Topic:</b> Track and Field <b>Skill:</b> Relay 4x100m sprints  At the end of this lesson students will be able to demonstrate running speed and control over a short distance using a

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	Social Science	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	RR G1 pp.171-172, 177-178  <b>*Phonics/Spelling:</b> Inflectional Endings (-ed and -ing) p.72 WB-TP pp. 454-467  <b>Comprehension:</b> *Making Judgments p. 89  <b>*Sight Words:</b> again, myself, live, warm, pull, may, does, first, goes, better (Systematic Sight Word Folder) pp.134 - 137  <b>*Fluency</b> Use visual clues (punctuation marks) to aid reading. p. 73 <b>Strategy:</b> Readers Theatre Literacy Resource Handbook p. 189 RR G1 pp.317-320	TB pp.47-50;79  <b>2d and 3d shapes: Review and compare</b> Keywords: slide, stack, roll, flat, cone, cylinder, pyramid, sphere, circle, square, triangle, oval, heart, diamond, crescent TB pp. 87 Curr. Pp. 38 Online doc. P. 112  <b>Probability</b> TB p. 157-158 Curr. Pp. 42-43 Online doc. Pp. 116-117  <b>Word Problems: All Topics</b>	dates using abbreviated and full formats. p.100		10-day Writing Plan pp. 161-165	<ul style="list-style-type: none"> <li>State that the Holy Spirit was sent to us by God</li> <li>Identify ways in which the Holy Spirit helps us</li> </ul> <b>Resources:</b>  <b>E-Book:</b> p. 46 <b>Curriculum reference:</b>  RS: pp. 79-80, 117-118	<ul style="list-style-type: none"> <li>Colors of the wind.</li> <li>How Far I'll go</li> </ul>		team of four.
<b>7</b>	<b>REVISION OF SKILLS AND TOPICS</b>								
<b>8</b>	<b>END OF YEAR EXAMINATIONS</b>								

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