

Grade One Year Plan 2025-2026

Language Arts

The language arts program is a Balanced Literacy Approach and The Science of Reading. It involves working with students in small group, whole group and one on one conferencing. This program runs for 1.5-2 hours of each day. Students are assessed to determine their current learning level. More time will be spent in areas that require more practise.

The students are engaged in the following language components:

1. Reading/Reading Comprehension

- Guided Reading: Fountais and Pinnell LLI~2 times/week
- Science of Reading Instruction: Road to Reading, Ascend Learning, Reading Simplified~Daily
- Silent Reading at independent reading level - Daily
- Daily 5: Shared Reading, Writer's Notebook, Listen to Reading, Word Work
- Shared Reading: Big Books, charts, messages, songs, multiple copied books – Daily
- Read Aloud ~Daily
- Morning Meetings: poems, sight words, word families, Heart Words
- Library Period
- Weekly Home Reading Program
- Grade 1 Sight Word Program (each student masters the levelled words at their own pace)
- Integrated computer websites

2. Spelling

- Word families/basic sight words ~ Heart Words
- Road to Reading spelling program
- Word Work
- Ascend Learning
- Integrated websites

3. Writing

- Shared/Interactive Writing
- Journal Writing (Independent)
- Writers Workshop~ Literacy Place, Daily 5
- Handwriting Without Tears

- Integrated computer websites and programs
- 4. *Speaking and Listening*
 - Literacy Place
 - Morning Meeting
 - Show and Tell
 - Daily 5
 - Science/Social Studies Inquiry

Within all of these content area's I ensure that the children have been engaged in fiction, non-fiction and poetry pieces. These content areas are spiraled throughout the year. Adjustments are made as necessary. Observations and formative assessments are given on a regular basis. Summative assessments happen before each reporting period. The assessments are rubric- based and developmentally appropriate for 6 year olds.

Mathematics

The following strands are spiraled in the Grade 1 math program for 1 hour/day. Each math class is set up with Calendar time, either Mental Math or Problem Solving, and a mini lesson. Math rotations follow to reinforce the concepts taught. Paper and pencil tasks are provided as reinforcements during rotations.

The following programs are used to develop the strands:

- Math Makes Sense
- Power of Ten
- Van de Wall
- Origo Math
- Big Ideas by Dr. Small
- Number Talks
- Computer websites

The following strands are taught, making time adjustments as necessary.

1. *Number Sense*- (September-October 6 weeks) Number sense introduction
2. *Patterns and Relations*- (October- November 4 weeks) Create and describe patterns
3. *Number Sense*- (November – December 6 weeks) Addition and Subtraction to 10
4. *Number Sense*- (January- February 8 weeks) Addition and subtraction to 18

5. *Shape and Space*- (March 3 weeks) 2D and 3D Shapes

6. *Shape and Space*-(April-May 5 weeks) Measurement

7. *Number Sense/Patterns and Relations*- (May-June) to continue to develop number sense operations and number patterns

Formative evaluations are completed on an ongoing basis. Each unit length and depth is based on the understanding of the class. When further teaching is required more time is spent. Some work may be required at home if further learning is needed. Summative evaluations are given after an appropriate amount of time has been spent on the curricular strand. These evaluations are performance based as well as interviews being given.

Science/Social Studies

The science and Social Studies key understandings are taught using Inquiry. Inquiry is a problem based learning program that requires students to relate their prior knowledge to the key understanding. Information is gained through experience, thinking, questioning, creating and reflecting. The information learned is shared by Interviews and Documentation for learning. Documentation for learning shows students learning stories based on the inquiry. It makes thinking and learning visible to help the learner deepen their understanding. Documentation pieces happen as students uncover their learning based on the following clusters.

Science Clusters:

- Characteristics and Needs of Living things.
- The Senses
- Characteristics of Objects and Materials
- Daily and Seasonal Changes

Social Studies Clusters:

- I Belong
- My Environment
- Connecting With Others

Technology is integrated as much as possible being used on a daily basis by use of a Smart Board and Ipads. The program Seesaw will be used on an ongoing basis to support learning in all areas. Mathletics will be used to reinforce math concepts at school. Epic is used as a literacy program to enhance reading.

French

The students are immersed in French language as much as possible on an ongoing basis throughout the school day. This is accomplished by actions, games, songs, stories, vocabulary development and simple phrases. French is taught in themes during the allotted French class. Each theme is chosen from the Basic French Curriculum and is based on student interest. Assessment is based on student involvement, accurate oral French language and pronunciation.

Art

Art is integrated throughout many subject areas. It is done on an ongoing basis concentrating on fine motor activities as well as exposure to different art techniques.