

**Grade 1 Year Plan
2025 - 2026
Ashley Lussier**

ELA

ELA themes are integrated with Science, Social Studies, and Health topics as well as holidays and areas of interest. They are guided by the General Outcomes of the MB ELA Curriculum.

Areas of focus are:

1. Spelling - The spelling program used this year is *Building Spelling Skills*. Students will complete a page of spelling a day throughout the week to practice their spelling words before having a weekly spelling test at the end of the week.
2. Printing – The printing program used is *The Canadian Handwriting* workbook (Book A). Students will work on fine motor skills and printing uppercase and lowercase letters correctly.
3. Guided Reading Groups – Students will be divided into small groups based on their reading level. Groups will be taught from *the Literacy Place* program or the *Leveled Literacy Intervention* Program. They will be taught reading strategies and comprehension strategies to further their reading skills.
4. Writing - Students will be required to write weekly journal entries. They will spend 15 minutes on their writing each day. Students will work on sentence structure, spelling, and editing their work. The Word Wall and individual dictionaries will be used to help with spelling unfamiliar words.
5. Phonics – Students will do weekly sorts from the *Words Their Way* program. Individual assessments will be done prior to beginning the program and students will begin at the level that is best suited for them.
6. Home Reading – Students will be bringing home books each week to practice with an adult.
7. Rings of words – Rings of words will be sent home with each student to help establish their reading skills. Students will practice the pre-primer, primer, and grade 1 sight words at home and at school.
8. The SMART board will be used in the classroom as well for hands on activities to enhance ELA skills.

As students' progress throughout the year, an overall assessment of the class will be taken to determine what areas require more work and focus in ELA to ensure we are following the TRSD ELA continuums and the Manitoba ELA curriculum.

Math

Grade 1 math will follow the *Jump Math* and SMART board program. Additional problem solving and mental math questions will be given to students weekly in order to strengthen their skills. Students will do calendar activities and counting daily as well as using technology to enhance

learning. Math concepts will spiral throughout the year so students will have the opportunity to revisit concepts. The SMART board and math manipulatives will be tools used daily to enhance the curriculum and hands on learning.

Outlined below are the math units that will be focused on during each month.

September	Unit 1: Probability and Data Management: Sorting and Attributes Unit 2: Number Sense: Counting to 10
October	Unit 3: Patterns and Algebra: Introduction to Patterns Unit 4: Number Sense: Counting Strategies
November	Unit 5: Measurement: Length Unit 6: Geometry: 2-D Shapes
December	Unit 7: Number Sense: Counting to 100
January	Unit 8: Number Sense: Introduction to Adding and Subtracting Unit 9: Number Sense: Number Words and Story Problems
February	Unit 10: Number Sense: Introduction to Skip Counting
March	Unit 12: Number Sense: Number Lines
April	Unit 13: Number Sense: Addition and Subtraction Strategies
May	Unit 14: Number Sense: Advanced Story Problems Unit 15: Patterns and Algebra: Patterns and Equality
June	Unit 16: Geometry: 3-D Shapes Unit 17: Measurement: Time, Area, and Capacity

Social Studies and Science

Social studies and science will alternate throughout the year. Students will learn through an interactive science and social studies journal as well as hands on activities.

September - October	Daily and Seasonal Changes (Science)
October - November	I Belong (Social Studies)
November - December	Characteristics of Objects and Materials (Science)
January - February	My Environment (Social Studies)
February - March	The Senses (Science)
March - April	Connecting With Others (Social Studies)
April - May	Characteristics and Needs of Living Things (Science)
June	Review and Final Assessment

Physical Education and Health

The following learning outcomes for active healthy lifestyles will be focused on throughout the year:

- **Movement:** The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.
- **Fitness Management:** The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.
- **Safety:** The student will demonstrate safe and responsible behaviors to manage risks and prevent injuries in physical activity participation and for daily living.
- **Personal and Social Management:** The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others
- **Healthy Lifestyle Practices:** The student will demonstrate the ability to make informed decisions for healthy living relating to personal hygiene, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

Students will do a variety of warm up activities to start the class and then play team based activities focusing on the main areas of the curriculum. Stations will also be incorporated from time to time to keep students engaged while working on basic skills.

Outlined below are the health units that will be focused on during each month.

September	Germes
October	Daily Healthy Habits: Healthy Eating
November	Safety
December	4 Food Groups: Canada's Food Guide
January	Self-Esteem and Respect
February	Dental Care
March	The Senses (integrate with science)
April	Social Relationships
May	How Our Bodies Grow: A Healthy Body
June	How Living Things Care for Young

Art

Visual Arts will be implemented in a variety of ways throughout the school year. Art will be connected to all subject areas whenever possible. Students will do a variety of different Art projects to enhance fine motor skills. Some examples include; painting, cutting, coloring, and gluing. Focus will be on using creativity and imagination while experimenting with different mediums and techniques. Focus will be placed on the following four areas of learning:

- **Making:** The learner develops language and practices for making visual art.
- **Creating:** The learner generates, develops, and communicates ideas for creating visual art.
- **Connecting:** The learner develops understandings about the significance of the visual arts by making connections to various contexts of times, places, social groups, and cultures.
- **Responding:** The learner uses critical reflection to inform visual arts learning and to develop agency and identity.

French

French for Grade 1 will primarily focus on oral communication. French will be broken down into different units; days of the week, months of the year, numbers, and colors. Students will build vocabulary and follow basic instructions in French. Students will listen to French stories and sing French songs to develop a better oral understanding of the French language.