



Grade 1 Content Summary 2011 Weeks 21 – 28

Mathematics

Counting in 2's, 5's and 10's

- Count numbers and objects by 2s.
- Identify numbers as being odd or even.
- Use a 100 square.
- Count to 100 in 5's.
- Complete 5's number patterns.
- Count to 100 in 5's.
- Complete 5's number patterns.

Graphing

- Picture graphs.
- Answering questions about information in graphs using such words as 'most', 'least', 'how many' and 'altogether'.
- Questions **will not** include the words 'more' or 'fewer'.
- Using information to make a graph.

Problem Solving

- Identify and underline the main noun (*What are we counting?*) in a problem solving question.
- Use opposite operations to check answers:
- e.g. $15 + 7 = 22$, $22 - 15 = 7$. (Check/ Double Check)

Multiplication

- Write repeated addition as multiplication statements.
- Write the multiplication statement from a situation given the number of groups and items in each group.
- Interpret multiplication sentences.
- Relate repeated addition to multiplication concept
- Use concrete representations to show the concept of multiplication as repeated addition.
- Conceptualise multiplication as groups of items.
- Make multiplication sentences
- Use picture representation to solve word problems on multiplication.
- Arrange objects in different ways.

Division

- Use concrete representations to show the concept of division as sharing equally and finding the number of groups.
- Uses the strategy of distributing objects equally into groups.

Time

- Reading and making time: *o'clock* and *half past*.
- identifying activities that happen at different times of the day
- Knowledge of time periods e.g. 60 seconds = 1 minute, 60 minutes = 1 hour, 24 hours = 1 day.
- Time questions involving 'before' and 'after' e.g. "What time is 1 hour before 6 o'clock?"

Science

Vocabulary					Concepts
land	environment	rocks	water	rain	<ul style="list-style-type: none"> • The earth can be represented through a globe and a map. • The earth's surface is made up of land and water. • Land has many different environments. • Land is made up of rocks, sand and soil. • A rock is a hard and non-living thing. • Sand is tiny pieces of broken rock. • Soil is the top layer of land. • Plants grow in soil. • Animals live in soil. • Water has many different environments. • We breathe air. • We can't see air. • Air is all around us. • We need light to help us see. • The sun helps to make shadows. • We can make shadows.
water	mountain	sand	ocean	air	
surface	beach	soil	sea		
globe	jungle		river		
map	farm		lake		
sunshine	desert		pond		
light			stream		
dark					
shadows					

English

Unit Eight: My Family

Vocabulary	Using Vocabulary	Reading, Writing, Grammar and Oral Interaction												
Family Mother (mum) Father (dad) Brother Sister Grandmother Grandfather Boy Girl	<ul style="list-style-type: none"> Is s/he a boy/girl? S/he's is a boy/girl. Who's she? She's my mother, sister, grandmother. Who's he? He's my father, brother, grandfather. How many people are there in your family? There are ____ people in my family. Who's in your family? I have a brother and sister. I have two brothers. I have no brothers. Do you have any brothers or sisters? Yes, I have __ brother(s) and __ sisters. Yes, I have __brother but no sisters. I don't have any brothers or sisters. 	<p>Reading and Writing Students will be able to:</p> <ul style="list-style-type: none"> students will be able to recognize and write a recount that includes who, what, where and when information. construct sentences that state who is in their family and how many people are in their family. hold their pencil correctly. space letters, words and sentences appropriately. <p>Grammar Students will be able to use:</p> <table> <tr> <td><i>Pronouns</i></td> <td><i>Contractions</i></td> <td><i>Nouns</i></td> </tr> <tr> <td>- she</td> <td>- she is = she's</td> <td>- tell you who, what and where</td> </tr> <tr> <td>- he</td> <td>- he is = he's</td> <td></td> </tr> <tr> <td></td> <td>- who is = who's</td> <td></td> </tr> </table> <p>Oral Interaction Students will be able to:</p> <ul style="list-style-type: none"> listen for a sustained period of time: when a teacher is reading a book aloud/ giving instructions. answer questions about who is in their family. pronounce words clearly. speak to convey meaning using intonation: rising tone for question. ask peers questions about their family. 	<i>Pronouns</i>	<i>Contractions</i>	<i>Nouns</i>	- she	- she is = she's	- tell you who, what and where	- he	- he is = he's			- who is = who's	
<i>Pronouns</i>	<i>Contractions</i>	<i>Nouns</i>												
- she	- she is = she's	- tell you who, what and where												
- he	- he is = he's													
	- who is = who's													

Unit Nine: What's the Matter?

Vocabulary	Using Vocabulary	Reading, Writing, Grammar and Oral Interaction
headache runny nose cold cough ear ache sore throat bleeding nose stomach ache broken _____ cut sore ache hurt He She	<p>Nouns: Doctor Nurse</p> <p>hospital clinic school hospital ambulance waiting room medicine bandage band aid</p> <ul style="list-style-type: none"> How are you? I'm fine thank you. I'm good thank you. I'm very well thank you. I'm not so well. I'm sick. What's the matter? I have a _____. I hurt my _____. I need to take my medicine. 	<p>Reading and Writing Students will be able to:</p> <ul style="list-style-type: none"> write a short narrative about ailments. <p>Grammar Students will be able to:</p> <ul style="list-style-type: none"> use capital letters and full stops and questions marks. recognize that nouns state <i>who</i>, <i>what</i> and <i>where</i>. <p>Oral Interaction Students will be able to:</p> <ul style="list-style-type: none"> listen for a sustained period of time: when a teacher is reading a book aloud/ giving instructions. pronounce words clearly. speak to convey meaning using intonation: rising tone for question. express their feelings and ailments using a variety of responses.

Unit Ten: The Things We Do!

Vocabulary	Using Vocabulary	Reading, Writing, Grammar and Oral Interaction
wake up have a shower brush my hair brush my teeth get dressed eat breakfast go to school study eat lunch go home do my homework watch TV eat dinner play (_____) go to bed go to sleep	<p>morning 6am-12pm afternoon 12pm-5pm evening 5pm- 7pm night 7pm-6am</p> <p>a bed a hairbrush a shoe a toothbrush an apple a book an eraser a whiteboard an egg a TV an eye</p> <ul style="list-style-type: none"> What do you do in the _____? In the morning I ... In the afternoon I ... In the evening I ... At night I ... This is a _____. These are _____. 	<p>Reading and Writing Students will be able to:</p> <ul style="list-style-type: none"> write short descriptions about their daily routines. write short lists within sentences. <p>Grammar Students will be able to:</p> <ul style="list-style-type: none"> use capital letters and full stops and questions marks. punctuate lists within sentences using commas and 'and' use a and an when talking about singular items this is a / these are <p>Oral Interaction Students will be able to:</p> <ul style="list-style-type: none"> pronounce words clearly. speak to convey meaning using intonation: rising tone for question. talk about daily routines.



Grade 1 Content Summary 2011 Weeks 31 – 38

Science

Vocabulary			Concepts
use reuse reduce recycle plastic bags good rubbish bad rubbish again save waste environments	<i>Land Environments:</i> jungle beach desert farm mountains	<i>Water Environments:</i> ocean lake river pond stream	People and Environments <ul style="list-style-type: none"> • People use environments. • People change environments. • Causes of change to the environment. • To help look after the environment we must reduce, reuse and recycle. • We can reuse and recycle materials to make other things. Models <ul style="list-style-type: none"> • Paper Mache of land and water environments.

English

Unit Eleven: Are You Hungry?

Vocabulary	Using Vocabulary	Reading, Writing, Grammar and Oral Interaction
Fruit: apple, orange, banana, pineapple, watermelon, durian, mango Vegetables: tomato, carrot, lettuce, corn, peas, cucumbers, beans, onion Other Food: noodles, rice, meat, chicken, fish, egg, hamburger, hot-dog, sandwich, pizza, chips, ice-cream, cake, chocolate Drink: water, milk, coke, orange juice, tea, coffee	Are you hungry? Are you thirsty? - Yes, I am. - No, I'm not. Do you want _____? - Yes, I do. - No, I don't. What are you/they eating? What is he/she eating? - I'm eating (a/an) _____. - He/She is eating (a/an /a piece of) _____. - They are eating (a/an/a piece of) _____. - May I have ____ please - What food do you like? - What food don't you like? - What is your favorite food?	Reading and Writing Students will be able to: <ul style="list-style-type: none"> • recognize and write a recount that includes who, what, where and when information. • hold their pencil correctly. • space letters, words and sentences appropriately. • write a recount about what was eaten at the Children's Day Party Grammar Students will be able to use: <ul style="list-style-type: none"> • correct structure when writing sentences • plurals • use <i>a / an / a piece of</i> when using food names • use the tenses of <i>ate/drank</i> and <i>eating/drinking</i> in the correct context Oral Interaction Students will be able to: <ul style="list-style-type: none"> • pronounce words clearly • speak to convey meaning using intonation: rising tone for question • Ask and answer questions about food.

Unit Twelve: What does he look like?

Vocabulary	Using Vocabulary	Reading, Writing, Grammar and Oral Interaction
young, old, tall, short, ugly, thin, fat, handsome, beautiful, pretty, big, small, long,	What do you look like? - I'm _____ and _____. What does he/she look like? - He's/She's _____ and _____. What does it look like? - It's _____ and _____.	Reading and Writing Students will be able to: <ul style="list-style-type: none"> • Write short descriptions about what people and objects look like. • Use adjectives in sentences to give more details. Grammar Students will be able to: <ul style="list-style-type: none"> • Use contractions: it's • Use capital letters, full stops and question marks when writing sentences Oral Interaction Students will be able to: <ul style="list-style-type: none"> • pronounce words clearly. • speak to convey meaning using intonation: rising tone for question. • describe the appearance of members of their family.

Unit Thirteen: Winnie the Witch

Vocabulary	Using Vocabulary	Reading, Writing, Grammar and Oral Interaction
House / Apartment roof, floor, door, chair, cupboard, bed, bath Clothes hat, shoes, dress Winnie the Witch winne, witch, Wilbur, cat, wand, broom, abracadabra Feelings miserable, furious Body Parts Colours	How do you feel? - I feel miserable. - I feel furious. What do you live in? - I live in a house/an apartment. What colour is his head? - His head is black. What colour are your legs? - My legs are pink. Where is the ____? - It's ___ the _____.	Reading and Writing Students will be able to: <ul style="list-style-type: none"> write sentences that describe what they live in. identify words related to a topic/ theme. categorize words into a variety of topics/ themes. sing songs/ follow the words of songs/ use actions. identify the location of a specified object. Grammar Students will be able to: <ul style="list-style-type: none"> use <i>is / are</i> correctly in sentences. use the pronouns <i>her/his/my/it</i> when describing people . use prepositions correctly in sentences: <i>in, on, up, down, in front, behind, next to, open, close.</i> Oral Interaction Students will be able to: <ul style="list-style-type: none"> follow directions express feelings

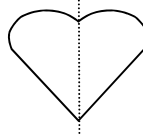
Mathematics

Concepts

- Money**
 - Recognize different *coins and notes* (25 satang, 50 satang, 1 baht, 2 baht, 5 baht, 10 baht, twenty baht, fifty baht, hundred baht, five hundred baht and one thousand baht)
 - Describe different notes and coins e.g. colour, shape, material.
 - Adding the value of various coins and notes to 100 baht.
 - Comparing two values of notes/coins using 'greater than' or 'less than' e.g. 20B is greater than 10B
 - Arranging notes/coins from smallest value to greatest value, or greatest value to smallest value.
- Problem Solving** – will include:
 - problems involving money.
 - identifying the nouns in each problem.
 - writing the complete sentence answer.
 - Double Check** answers using the reverse operation. E.g. $71 - 20 = 51$, $51 + 20 = 71$
- Patterns & Symmetry**
 - Patterns ("the same objects repeat")
 - Missing objects in patterns.
 - Symmetry ("opposite sides the same")
 - Drawing the other half of an object to give it symmetry e.g. **Symmetry:**
 - Creating drawings showing patterns and symmetry.
 - Distinguishing between patterns and symmetry.
 - Using **before, after and between.**



Patterns:

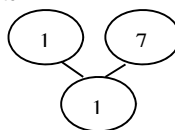


Symmetry:

- e.g. 16, ____, 18 What number is between ?
 7, 8, ____ What number is after ?
 ____, 99, 100 What number is before ?

Numbers to 100

- reading and writing numbers in words. Eg: *eleven, twenty, eighty-one*
- counting forwards 0 – 100.
- counting backwards 100 - 0.
- counting by tens/ fives. Eg: 10, 20, 30, 40 and 5, 10, 15, 20, 25 etc.
- regroup numbers into tens and ones. Eg: $17 = 10 + 7$



place value of numbers. Eg:

	tens	ones
17	= 1	7

- identifying the *greatest / largest* and *smallest* numbers.
- arranging numbers from *smallest* to *greatest*. Eg: - 17, 2, 18, 6, 0 = 0, 2, 6, 17, 18
- arranging numbers from *greatest* to *smallest*. Eg: - 20, 13, 5, 2, 19 = 20, 19, 13, 5, 2
- add a 2-digit number and another 2-digit number with/ without regrouping
- subtract a 2-digit number from another 2-digit number with/ without regrouping

