

Benchmarks for Grade One Education in Ontario Canada

Ontario Benchmarks for Grade One Education	Earthschooling
Language	Items in parenthesis indicate Earthschooling blocks that are not included as a regular part of the G1 curriculum but that can be added in so you can fulfill your state requirements.
<p>ORAL COMMUNICATION - OVERALL EXPECTATIONS</p> <p>1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p> <p>3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p>	
1. Listening to Understand	
1.1 identify purposes for listening in a few different situations, formal and informal	Sixth Sense Language, First Grade Fairytales
1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations	Sixth Sense Language, First Grade Fairytales
1.3 identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction	Sixth Sense Language, First Grade Fairytales
1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea	Sixth Sense Language, First Grade Fairytales, Storytelling and Theater for Kids
1.5 use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions	Sixth Sense Language, First Grade Fairytales, Storytelling and Theater for Kids
1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them	Sixth Sense Language, First Grade Fairytales, Storytelling and Theater for Kids
1.7 identify words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction	Sixth Sense Language, First Grade Fairytales, Storytelling and Theater for Kids

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1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker	Sixth Sense Language, First Grade Fairytales, Storytelling and Theater for Kids
1.9 begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience	Sixth Sense Language, First Grade Fairytales, Storytelling and Theater for Kids
2. Speaking to Communicate	Storytelling and Theater for Kids
2.1 identify a few purposes for speaking	Storytelling and Theater for Kids
2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions	Storytelling and Theater for Kids
2.3 communicate ideas and information orally in a clear, coherent manner	Storytelling and Theater for Kids
2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience	Storytelling and Theater for Kids
2.5 begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning	Storytelling and Theater for Kids
2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning	Storytelling and Theater for Kids
2.7 use one or more appropriate visual aids to support or enhance oral presentations	Storytelling and Theater for Kids
3. Reflecting on Oral Communication Skills and Strategies	Storytelling and Theater for Kids
3.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking	Storytelling and Theater for Kids
3.2 begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills	Storytelling and Theater for Kids
READING - OVERALL EXPECTATIONS 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; 3. use knowledge of words and cueing systems to	

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<p>read fluently;</p> <p>4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p>	
1. Reading for Meaning	
1.1 read a few different types of literary texts, graphic texts, and informational texts	Sixth Sense Language (Sixth Sense Reading G2) Vintage Book Selections
1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes	Sixth Sense Language (Sixth Sense Reading G2) Vintage Book Selections
1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction	Sixth Sense Language (Sixth Sense Reading G2) Vintage Book Selections
1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea	Sixth Sense Language (Sixth Sense Reading G2) Vintage Book Selections
1.5 use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them	Sixth Sense Language (Sixth Sense Reading G2) Vintage Book Selections
1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	Sixth Sense Language (Sixth Sense Reading G2) Vintage Book Selections
1.7 identify the main idea and a few elements of texts, initially with support and direction	First Grade Fairytales Storytelling and Theater for Kids
1.8 express personal thoughts and feelings about what has been read	First Grade Fairytales Storytelling and Theater for Kids
1.9 begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective	First Grade Fairytales Storytelling and Theater for Kids
2. Understanding Form and Style	
2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story, graphic texts such as a calendar, and informational texts such as a simple "All About____" book	Sixth Sense Language (Sixth Sense Reading G2) Vintage Book Selections
2.2 recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts	Sixth Sense Language (Sixth Sense Reading G2) Vintage Book Selections
2.3 identify some text features and explain how they help readers understand texts	Sixth Sense Language (Sixth Sense Reading G2)

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	Vintage Book Selections
2.4 identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts	Sixth Sense Language (Sixth Sense Reading G2) Vintage Book Selections
3. Reading With Fluency	
3.1 automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts	Sixth Sense Language (Sixth Sense Reading G2) Vintage Book Selections
3.2 predict the meaning of and solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> • semantic (meaning) cues; • syntactic (language structure) cues; • graphophonic (phonological and graphic) cues 	Sixth Sense Language (Sixth Sense Reading G2) Vintage Book Selections
3.3 read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader	Sixth Sense Language (Sixth Sense Reading G2) Vintage Book Selections
4. Reflecting on Reading Skills and Strategies	
4.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading	Sixth Sense Language (Sixth Sense Reading G2) Vintage Book Selections
4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read	Sixth Sense Language (Sixth Sense Reading G2) Vintage Book Selections
WRITING - OVERALL EXPECTATIONS	
1. generate, gather, and organize ideas and information to write for an intended purpose and audience;	
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;	
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;	
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.	
1. Developing and Organizing Content	
1.1 identify the topic, purpose, audience, and form	Storytelling and Theater for Kids, (Sixth Sense

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for writing, initially with support and direction	Reading and Writing G2)
1.2 generate ideas about a potential topic, using a variety of strategies and resources	First Grade Fairytales, Storytelling and Theater for Kids
1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources	First Grade Fairytales, Storytelling and Theater for Kids
1.4 sort ideas and information for their writing in a variety of ways, with support and direction	First Grade Fairytales, Storytelling and Theater for Kids
1.5 identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns	(Sixth Sense Reading and Writing G2)
1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose	(Sixth Sense Reading and Writing G2)
2. Using Knowledge of Form and Style in Writing	
2.1 write short texts using a few simple forms	First Grade Form Drawing, (Sixth Sense Reading and Writing G2)
2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience	Storytelling and Theater for Kids, First Grade Fairytales, (Sixth Sense Reading and Writing G2)
2.3 use familiar words and phrases to convey a clear meaning	Storytelling and Theater for Kids, First Grade Fairytales, (Sixth Sense Reading and Writing G2)
2.4 write simple but complete sentences that make sense	(Sixth Sense Reading and Writing G2)
2.5 begin to identify, with support and direction, their point of view and one possible different point of view about the topic	Storytelling and Theater for Kids, First Grade Fairytales
2.6 identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers	Main Lesson Book Work, (Sixth Sense Reading and Writing G2)
2.7 make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies	Main Lesson Book Work, (Sixth Sense Reading and Writing G2)
2.8 produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations	(Sixth Sense Reading and Writing G2)
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively	
3.1 spell some high-frequency words correctly	Main Lesson Book Work (Sixth Sense Reading and Writing G2)
3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word	Main Lesson Book Work (Sixth Sense Reading and Writing G2)

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meanings	
3.3 confirm spellings and word meanings or word choice using one or two resources	Main Lesson Book Work (Sixth Sense Reading and Writing G2)
3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end	Main Lesson Book Work (Sixth Sense Reading and Writing G2)
3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns I, you, he, she, it, we, they; verbs to tell what they do and feel; some adjectives; and simple prepositions of place	Storytelling and Theater for Kids, Main Lesson Book Work (Sixth Sense Reading and Writing G2)
3.6 proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference	Main Lesson Book Work (Sixth Sense Reading and Writing G2)
3.7 use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout	Main Lesson Book Work (Sixth Sense Reading and Writing G2)
3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations	Main Lesson Book Work (Sixth Sense Reading and Writing G2)
4. Reflecting on Writing Skills and Strategies	
4.1 identify some strategies they found helpful before, during, and after writing	Main Lesson Book Work (Sixth Sense Reading and Writing G2)
4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers	Main Lesson Book Work (Sixth Sense Reading and Writing G2)
MEDIA LITERACY - OVERALL EXPECTATIONS	
1. demonstrate an understanding of a variety of media texts;	
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;	
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;	
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in	

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understanding and creating media texts.	
1. Understanding Media Texts	
1.1 identify the purpose and intended audience of some simple media texts	Main Lesson Book Work (Sixth Sense Reading and Writing G2), Assignment: Media
1.2 identify overt and implied messages, initially with support and direction, in simple media texts	Main Lesson Book Work (Sixth Sense Reading and Writing G2), Assignment: Media
1.3 express personal thoughts and feelings about some simple media works	Main Lesson Book Work (Sixth Sense Reading and Writing G2), Assignment: Media
1.4 describe how different audiences might respond to specific media texts	Main Lesson Book Work (Sixth Sense Reading and Writing G2), Assignment: Media
1.5 begin to identify, with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective	Main Lesson Book Work (Sixth Sense Reading and Writing G2), Assignment: Media
1.6 identify, with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced	Main Lesson Book Work (Sixth Sense Reading and Writing G2), Assignment: Media
2. Understanding Media Forms, Conventions, and Techniques	
2.1 identify some of the elements and characteristics of a few simple media forms	Main Lesson Book Work (Sixth Sense Reading and Writing G2), Assignment: Media
2.2 identify, initially with support and direction, the conventions and techniques used in some familiar media forms	Main Lesson Book Work (Sixth Sense Reading and Writing G2), Assignment: Media
3. Creating Media Texts	
3.1 identify the topic, purpose, and audience for media texts they plan to create	Main Lesson Book Work (Sixth Sense Reading and Writing G2), Assignment: Media
3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create	Main Lesson Book Work (Sixth Sense Reading and Writing G2), Assignment: Media
3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create	Main Lesson Book Work (Sixth Sense Reading and Writing G2), Assignment: Media
3.4 produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques	Main Lesson Book Work (Sixth Sense Reading and Writing G2), Assignment: Media
4. Reflecting on Media Literacy Skills and Strategies	
4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts	Main Lesson Book Work (Sixth Sense Reading and Writing G2), Assignment: Media
4.2 begin to explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts	Main Lesson Book Work (Sixth Sense Reading and Writing G2), Assignment: Media
Math	

<p>Number Sense and Numeration - Overall Expectations</p> <ul style="list-style-type: none"> • <i>read, represent, compare, and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts;</i> • <i>demonstrate an understanding of magnitude by counting forward to 100 and backwards from 20;</i> • <i>solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of strategies.</i> 	
<p>Quantity Relationships</p> <ul style="list-style-type: none"> -represent, compare, and order whole numbers to 50, using a variety of tools and; – read and print in words whole numbers to ten, using meaningful contexts; – demonstrate, using concrete materials, the concept of conservation of number; – relate numbers to the anchors of 5 and 10; – identify and describe various coins, using coin manipulatives or drawings, and state their value; – represent money amounts to 20¢, through investigation using coin manipulatives; – estimate the number of objects in a set, and check by counting; – compose and decompose numbers up to 20 in a variety of ways, using concrete materials; – divide whole objects into parts and identify and describe, through investigation, equal-sized parts of the whole, using fractional names. 	<p>Sixth Sense Math First Grade Math Specific Assignments from Teacher for practice and Main Lesson Book (This means that, for example, coins are not specifically addressed in the Earthschooling curriculum but can be used as a manipulative to do the lessons)</p>
<p>Counting</p> <ul style="list-style-type: none"> – demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting; – count forward by 1’s, 2’s, 5’s, and 10’s to 100, using a variety of tools and strategies; 	<p>Sixth Sense Math First Grade Math Specific Assignments from Teacher for practice and Main Lesson Book (This means that, for example, coins are not specifically addressed in the Earthschooling curriculum but can be used as a manipulative to do the lessons)</p>

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<ul style="list-style-type: none"> – count backwards by 1’s from 20 and any number less than 20, with and without the use of concrete materials and number lines; – count backwards from 20 by 2’s and 5’s, using a variety of tools; – use ordinal numbers to thirty-first in meaningful contexts. 	
<p>Operational Sense</p> <ul style="list-style-type: none"> – solve a variety of problems involving the addition and subtraction of whole numbers to 20, using concrete materials and drawings; – solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of mental strategies; – add and subtract money amounts to 10¢, using coin manipulatives and drawings. 	<p>Sixth Sense Math First Grade Math Specific Assignments from Teacher for practice and Main Lesson Book (This means that, for example, coins are not specifically addressed in the Earthschooling curriculum but can be used as a manipulative to do the lessons)</p>
<p>Measurement - Overall Expectations</p> <ul style="list-style-type: none"> • <i>estimate, measure, and describe length, area, mass, capacity, time, and temperature, using non-standard units of the same size;</i> • <i>compare, describe, and order objects, using attributes measured in non-standard units.</i> 	
<p>Attributes, Units, and Measurement Sense</p> <ul style="list-style-type: none"> – demonstrate an understanding of the use of non-standard units of the same size for measuring; – estimate, measure, and record lengths, heights, and distances; – construct, using a variety of strategies, tools for measuring lengths, heights, and distances in non-standard units; – estimate, measure, and describe area, through investigation using non-standard units; – estimate, measure, and describe the capacity and/or mass of an object, through investigation using non-standard units; 	<p>First Grade Form Drawing (G3 Math)</p>

<ul style="list-style-type: none"> – estimate, measure, and describe the passage of time, through investigation using nonstandard units; – read demonstration digital and analogue clocks, and use them to identify benchmark times and to tell and write time to the hour and half-hour in everyday settings; – name the months of the year in order, and read the date on a calendar; – relate temperature to experiences of the seasons. 	
<p>Measurement Relationships</p> <ul style="list-style-type: none"> – compare two or three objects using measurable attributes, and describe the objects using relative terms; – compare and order objects by their linear measurements, using the same non-standard unit; – use the metre as a benchmark for measuring length, and compare the metre with non-standard units; – describe, through investigation using concrete materials, the relationship between the size of a unit and the number of units needed to measure length. 	<p>First Grade Form Drawing (G3 Math)</p>
<p><i>Geometry and Spatial Sense - Overall Expectations</i></p> <ul style="list-style-type: none"> • <i>identify common two-dimensional shapes and three-dimensional figures and sort and classify them by their attributes;</i> • <i>compose and decompose common two-dimensional shapes and three-dimensional figures;</i> • <i>describe the relative locations of objects using positional language.</i> 	
<p>Geometric Properties</p> <ul style="list-style-type: none"> – identify and describe common two dimensional shapes and sort and classify them by their 	<p>First Grade Form Drawing</p>

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<p>attributes, using concrete materials and pictorial representations;</p> <ul style="list-style-type: none"> – trace and identify the two-dimensional faces of three-dimensional figures, using concrete models; – identify and describe common three dimensional figures and sort and classify them by their attributes, using concrete materials and pictorial representations - describe similarities and differences between an everyday object and a three dimensional figure – locate shapes in the environment that have symmetry, and describe the symmetry. 	
<p>Geometric Relationships</p> <ul style="list-style-type: none"> – compose patterns, pictures, and designs, using common two-dimensional shapes – identify and describe shapes within other shapes – build three-dimensional structures using concrete materials, and describe the two dimensional shapes the structures contain; – cover outline puzzles with two-dimensional shapes 	<p>First Grade Form Drawing</p>
<p>Location and Movement</p> <ul style="list-style-type: none"> – describe the relative locations of objects or people using positional language; <p>* For the purposes of student learning in Grade 1, “attributes” refers to the various characteristics of two dimensional shapes and three-dimensional figures, including geometric properties. Students learn to distinguish attributes that are geometric properties from attributes that are not geometric properties in Grade 2.</p> <ul style="list-style-type: none"> – describe the relative locations of objects on concrete maps created in the classroom – create symmetrical designs and pictures, using concrete materials, and describe the relative locations of the parts. 	<p>First Grade Form Drawing, Storytelling and Theater for Kids</p>

<p><i>Patterning and Algebra - Overall Expectations</i></p> <ul style="list-style-type: none"> • <i>identify, describe, extend, and create repeating patterns;</i> • <i>demonstrate an understanding of the concept of equality, using concrete materials and addition and subtraction to 10.</i> 	
<p>Patterns and Relationships</p> <ul style="list-style-type: none"> – identify, describe, and extend, through investigation, geometric repeating patterns involving one attribute; – identify and extend, through investigation, numeric repeating patterns; – describe numeric repeating patterns in a hundreds chart; – identify a rule for a repeating pattern; – create a repeating pattern involving one attribute; – represent a given repeating pattern in a variety of ways. 	<p>First Grade Form Drawing</p>
<p>Expressions and Equality</p> <ul style="list-style-type: none"> – create a set in which the number of objects is greater than, less than, or equal to the number of objects in a given set; – demonstrate examples of equality, through investigation, using a “balance” model; – determine, through investigation using a “balance” model and whole numbers to 10, the number of identical objects that must be added or subtracted to establish equality 	<p>Sixth Sense Math Main Lesson Book Work Assignments from Teacher</p>
<p>Data Management and Probability – Overall Expectations</p> <ul style="list-style-type: none"> • collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis; 	<p>Sixth Sense Math Main Lesson Book Work Assignments from Teacher</p>

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<ul style="list-style-type: none"> • read and describe primary data presented in concrete graphs and pictographs; • describe the likelihood that everyday events will happen. 	
<p>Collection and Organization of Data</p> <p>– demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute, and by describing informal sorting experiences;</p> <p>– collect and organize primary data that is categorical, and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods.</p>	<p>Sixth Sense Math Main Lesson Book Work Assignments from Teacher</p>
<p>Data Relationships</p> <p>– read primary data presented in concrete graphs and pictographs, and describe the data using comparative language;</p> <p>– pose and answer questions about collected data.</p>	<p>Sixth Sense Math Main Lesson Book Work Assignments from Teacher</p>
<p>Probability</p> <p>– describe the likelihood that everyday events will occur, using mathematical language.</p>	<p>Sixth Sense Math Main Lesson Book Work Assignments from Teacher</p>
<p>Science & Technology - UNDERSTANDING LIFE SYSTEMS NEEDS AND CHARACTERISTICS OF LIVING THINGS</p>	
<p>Sustainability and Stewardship</p> <ol style="list-style-type: none"> 1. assess the role of humans in maintaining a healthy environment; 2. investigate needs and characteristics of plants and animals, including humans; 3. demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans 	<p>First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments</p>
<p>Society and the Environment</p>	
<p>1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans</p>	<p>First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments</p>
<p>1.2 describe changes or problems that could result from the loss of some kinds of living things that are part of everyday life, taking different points of</p>	<p>First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work</p>

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view into consideration	Teacher Assignments
Developing Investigation and Communication Skills	
2.1 follow established safety procedures and humane practices during science and technology investigations	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments
2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments
2.3 investigate and compare the physical characteristics of a variety of plants and animals, including humans	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments
2.4 investigate the physical characteristics of plants and explain how they help the plant meet its basic needs, using a variety of methods and resources	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments
2.5 investigate characteristics of parts of the human body, including the five sense organs, and explain how those characteristics help humans meet their needs and explore the world around them, using a variety of methods and resources	Circle Time Verses Teacher Assignments Circle Time Movement First Grade Nature Walk
2.6 use appropriate science and technology vocabulary, including investigation, explore, needs, space, and food, in oral and written communication	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments
2.7 use a variety of forms to communicate with different audiences and for a variety of purposes	Storytelling and Theater for Kids
Understanding Basic Concepts	
3.1 identify environment as the area in which something or someone exists or lives	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments
3.2 identify the physical characteristics of a variety of plants and animals	First Grade Nature Story Block Crayon Drawing
3.3 identify the location and function of major parts of the human body, including sense organs	Circle Time Verses Teacher Assignments Circle Time Movement First Grade Nature Walk

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<p>3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment</p>	<p>Cooking with Kids Circle Time Verses Teacher Assignments Circle Time Movement First Grade Nature Walk</p>
<p>3.5 describe how showing care and respect for all living things helps to maintain a healthy environment</p>	<p>First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments</p>
<p>3.6 identify what living things provide for other living things</p>	<p>First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments</p>
<p>3.7 describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms</p>	<p>First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments</p>
<p>UNDERSTANDING STRUCTURES AND MECHANISMS, MATERIALS, OBJECTS, AND EVERYDAY STRUCTURES</p> <p>1. assess the impact on people and the environment of objects and structures and the materials used in them; 2. investigate structures that are built for a specific purpose to see how their design and materials suit the purpose; 3. demonstrate an understanding that objects and structures have observable characteristics and are made from materials with specific properties that determine how they are used.</p>	
<p>Relating Science and Technology to Society and the Environment</p>	
<p>1.1 identify the kinds of waste produced in the classroom, and plan and carry out a classroom course of action for minimizing waste, explaining why each action is important</p>	<p>Bread Making Cooking With Kids Classroom Garden Teacher Assignments Process Participation in Classroom Clean-up and Prep</p>
<p>1.2 assess objects in their environment that are constructed for similar purposes in terms of the type of materials they are made from, the source of these materials, and what happens to these objects when they are worn out or no longer</p>	<p>Bread Making Cooking With Kids Classroom Garden Teacher Assignments Process</p>

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needed	Participation in Classroom Clean-up and Prep
Developing Investigation and Communication Skills	
2.1 follow established safety procedures during science and technology investigations	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments
2.2 investigate characteristics of various objects and structures, using their senses	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments
2.3 investigate, through experimentation, the properties of various materials	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments
2.4 use technological problem-solving skills, and knowledge acquired from previous investigations, to design, build, and test a structure for a specific purpose	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments
2.5 use appropriate science and technology vocabulary, including experiment, explore, purpose, rigid, flexible, solid, and smooth, in oral and written communication	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments
2.6 use a variety of forms to communicate with different audiences and for a variety of purposes	Storytelling and Theater for Kids
Understanding Basic Concepts	
3.1 describe objects as things that are made of one or more materials	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Cooking with Kids Breadmaking Verses
3.2 describe structures as supporting frameworks	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments
3.3 describe materials as the substances from which something is made	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing

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	Main Lesson Book Work Teacher Assignments
3.4 describe the function/purpose of the observable characteristics of various objects and structures, using information gathered through their senses	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Cooking with Kids Breadmaking
3.5 identify the materials that make up objects and structures	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Cooking with Kids Breadmaking
3.6 distinguish between objects (including structures) and materials found in nature and those made by humans	First Grade Nature Walk
3.7 describe the properties of materials that enable the objects and structures made from them to perform their intended function	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Cooking with Kids Breadmaking
3.8 list different kinds of fasteners, and describe the uses of each	Main Lesson Book Work Teacher Assignments
3.9 identify the sources in nature of some common materials that are used in making structures	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments
UNDERSTANDING MATTER AND ENERGY ENERGY IN OUR LIVES 1. assess uses of energy at home, at school, and in the community, and suggest ways to use less energy; 2. investigate how different types of energy are used in daily life; 3. demonstrate an understanding that energy is something that is needed to make things happen, and that the sun is the principal source of energy for the earth.	
Relating Science and Technology to Society and the Environment	

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<p>1.1 describe their own and their family's uses of energy; identify ways in which these uses are efficient or wasteful, taking different points of view into consideration; suggest ways to reduce personal energy consumption; and explain why it is important for people to make these choices</p>	<p>Main Lesson Book Work Teacher Assignments</p>
<p>1.2 describe how the everyday lives of different people and other living things would be affected if electrical energy were no longer available</p>	<p>Main Lesson Book Work Teacher Assignments</p>
<p>Developing Investigation and Communication Skills</p>	
<p>2.1 follow established safety procedures during science and technology investigations</p>	<p>First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Cooking with Kids Breadmaking</p>
<p>2.2 investigate how the sun affects the air, land, and/or water, using a variety of methods and resources</p>	<p>First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments</p>
<p>2.3 design and construct a device that uses energy to perform a task</p>	<p>(Energy being that of the child) During outdoor play child constructs a see-saw out of logs, step to help them climb a tress or other natural devices in nature</p>
<p>2.4 investigate and compare seasonal differences in the ways we use energy and the types of energy we use</p>	<p>First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden</p>
<p>2.5 use scientific inquiry/experimentation skills , and knowledge acquired from previous investigations, to explore the effects of light and heat from the sun</p>	<p>First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden</p>
<p>2.6 investigate how the sun's energy allows humans to meet their basic needs, including the need for food</p>	<p>First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden</p>
<p>2.7 use appropriate science and technology vocabulary, including explore, investigate, design,</p>	<p>First Grade Nature Walk First Grade Nature Stories</p>

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energy, and survival, in oral and written communication	First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
2.8 use a variety of forms to communicate with different audiences and for a variety of purposes	Storytelling and Theater for Kids
Understanding Basic Concepts	
3.1 demonstrate an understanding that energy is what makes the things they do or see happen	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
3.2 demonstrate an understanding that the sun, as the earth's principal source of energy, warms the air, land, and water; is a source of light for the earth; and makes it possible to grow food	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
3.3 identify food as a source of energy for themselves and other living things	Cooking with Kids Breadmaking
3.4 identify everyday uses of various sources of energy	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
3.5 demonstrate an understanding that humans get the energy resources they need from the world around them and that the supply of many of these resources is limited so care needs to be taken in how we use them	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
UNDERSTANDING EARTH AND SPACE SYSTEMS DAILY AND SEASONAL CHANGES	
1. assess the impact of daily and seasonal changes on living things, including humans; 2. investigate daily and seasonal changes; 3. demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things.	
Relating Science and Technology to Society and the Environment	
1.1 assess the impact of daily and seasonal changes on human outdoor activities and identify innovations that allow for some of these activities	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing

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to take place indoors out of season	Main Lesson Book Work Teacher Assignments Class Garden
1.2 assess ways in which daily and seasonal changes have an impact on society and the environment	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
Developing Investigation and Communication Skills	
2.1 follow established safety procedures during science and technology investigations	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
2.2 investigate the changes in the amount of light from the sun that occur throughout the day and year	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
2.3 investigate the changes in the amount of heat from the sun that occur throughout the day and in the various seasons	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
2.4 use scientific inquiry/research skills, including generating questions and knowledge acquired from previous investigations, to identify daily and/or seasonal changes and their effects	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
2.5 use appropriate science and technology vocabulary, including investigate, temperature, hibernate, dormant, energy, and survival, in oral and written communication	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
2.6 use a variety of forms to communicate with different audiences and for a variety of purposes	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden

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Understanding Basic Concepts	
3.1 identify the sun as Earth's principal source of heat and light	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
3.2 define a cycle as a circular sequence of events	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
3.3 describe changes in the amount of heat and light from the sun that occur throughout the day and the seasons	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
3.4 describe and compare the four seasons	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
3.5 describe changes in the appearance or behaviour of living things that are adaptations to seasonal changes	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
3.6 describe how humans prepare for and/or respond to daily and seasonal changes	First Grade Nature Walk First Grade Nature Stories First Grade Nature Story Block Crayon Drawing Main Lesson Book Work Teacher Assignments Class Garden
Social Studies	
<p>Heritage and Citizenship – Our Changing Roles and Responsibilities</p> <p>* described some of the ways in which people's roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people's roles, relationships, ad responsibilities as well as their sense of self.</p>	Main Lesson Book Work Teacher Assignments Classroom Participation Verses First Grade Fairytales

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<p>*use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives.</p> <p>* demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships and responsibilities.</p>	
<p>Application: Why Roles and Responsibilities Change</p>	
<p>A 1.1 described how and why a person’s roles, relationships, and responsibilities may change in different places or situations and at different times</p>	<p>Main Lesson Book Work Teacher Assignments Classroom Participation Verses First Grade Fairytales</p>
<p>A 1.2 describe how some significant events in their lives led to changes in their roles, relationships, and/or responsibilities</p>	<p>Main Lesson Book Work Teacher Assignments Classroom Participation Verses First Grade Fairytales</p>
<p>A 1.3 compare some of the significant events in their own lives and/or the lives of their family members with those in the lives of their peers</p>	<p>Main Lesson Book Work Teacher Assignments Classroom Participation Verses First Grade Fairytales</p>
<p>A 1.4 describe the impact that people can have on each other in some different situations and some ways in which interactions between people can affect a person’s sense of self</p>	<p>Main Lesson Book Work Teacher Assignments Classroom Participation Verses First Grade Fairytales</p>
<p>Inquiry: Roles, Responsibilities and Identity</p>	
<p>A 2.1 formulate questions to guide investigations into some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self</p>	<p>Main Lesson Book Work Teacher Assignments Classroom Participation Verses First Grade Fairytales</p>
<p>A 2.2 gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self using primary and/or secondary sources that they have located themselves or that have been provided to them (birth or death in a family, artifacts, newspapers and magazines or family photos)</p>	<p>Main Lesson Book Work Teacher Assignments Classroom Participation Verses First Grade Fairytales</p>

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A 2.3 analyse and construct simple maps as part of their investigation into places that are significant to them or to their family (map to include title, legend, and directions for route from their home to school/playgroup etc)	(G4 Local Geography)
A 2.4 interpret and analyse information relevant to their investigations, using a variety of tools	(G4 Local Geography)
A 2.5 evaluate evidence and draw conclusions about aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self.	Main Lesson Book Work Teacher Assignments Classroom Participation Verses First Grade Fairytales
A 2.6 communicate the results of their inquiries, using appropriate vocabulary and formats	Main Lesson Book Work Teacher Assignments Classroom Participation Verses First Grade Fairytales
A3 Understanding Context: Roles, Relationships, and Respect	
A 3.1 describe some of their own roles, relationships, and responsibilities	Teacher Assignments Classroom Participation Verses First Grade Fairytales
A 3.2 identify some of the significant people, places, and things in their life, including their life in the community and describe their purpose or the role they have (people – parent, doctor, places – library, playground, things – pets, toys, comfort items)	Teacher Assignments Classroom Participation Verses First Grade Fairytales
A 3.3 demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience	Teacher Assignments Classroom Participation Verses First Grade Fairytales
A 3.4 identify some elements of respectful behaviour that they can practise in their everyday life and/or that other people practise	Teacher Assignments Classroom Participation Verses First Grade Fairytales
A 3.5 demonstrate an understanding that it is important to treat other people and the environment with respect	Teacher Assignments Classroom Participation Verses First Grade Fairytales
People and Environments: The Local Community *describe some aspect of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet	Teacher Assignments Classroom Participation Verses First Grade Fairytales Field Trips

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<p>people’s needs. *use the social studies inquiry process to investigate some aspect of the interrelationship between people and different natural and built features of their local community, with a focus on significant short-and long-term effects of their interrelationship *described significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance</p>	
<p>B1 Application: Interrelationships within the Community</p>	
<p>B 1.1 describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these services/features did not exist</p>	<p>Teacher Assignments Classroom Participation Verses First Grade Fairytales</p>
<p>B 1.2 identify some services and service-related occupations in their community and described how they meet people’s needs, including their own needs</p>	<p>Teacher Assignments Classroom Participation Verses First Grade Fairytales</p>
<p>B 1.3 create a plan that outlines some specific ways in which they can responsibly interact with the built and/or natural environment in the local community and describe how their actions might enhance the features of the local environment</p>	<p>Teacher Assignments Classroom Participation Verses First Grade Fairytales</p>
<p>B2. Inquiry: Interrelationships and Their Impact</p>	
<p>B 2.1 formulate questions to guide investigations into some aspects of the interrelationship between people and the natural and built features of their community, with a focus on some of the short- and long-term effects of this interrelationship</p>	<p>Teacher Assignments Classroom Participation Verses First Grade Fairytales</p>
<p>B 2.2 gather and organize information on the interrelationship between people and the natural and built features of their community, and on the effects of this interrelationship, using sources that they have located themselves or that have been provided to them.</p>	<p>Teacher Assignments Classroom Participation Verses First Grade Fairytales</p>
<p>B 2.3 analyse maps, and construct simple maps using appropriate elements, as part of their investigations into the interrelationship between people and significant natural and built features in their community</p>	<p>(G4 Local Geography)</p>
<p>B 2.4 interpret and analyse information and data</p>	<p>Teacher Assignments</p>

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relevant to their investigations, using a variety of tools	Classroom Participation Verses First Grade Fairytales
B 2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between people and natural and built features of their local community, and some of the effects of this interrelationship	Teacher Assignments Classroom Participation Verses First Grade Fairytales
B 2.6 communicate the results of their inquiries using appropriate vocabulary	Teacher Assignments Classroom Participation Verses First Grade Fairytales
B3. Understanding Context: The Elements of the Local Community	
B 3.1 identify some of the natural and build features of their community	(G4 Local Geography) Teacher Assignments Classroom Participation Verses
B 3.2 identify some distinct areas in the local community	(G4 Local Geography) Teacher Assignments Classroom Participation Verses
B 3.3 describe the location of some significant places in their community, using relative locations, relative distance, and relative direction	(G4 Local Geography) Teacher Assignments Classroom Participation Verses
B 3.4 demonstrate an understanding of the basic elements of a map when reading and constructing simple maps showing places that are significant to them.	(G4 Local Geography) Teacher Assignments Classroom Participation Verses
B 3.5 demonstrate an understanding of some common non-standard units of measurement	(G4 Local Geography) Teacher Assignments Classroom Participation Verses
B 3.6 demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units	(G4 Local Geography) Teacher Assignments Classroom Participation Verses
B 3.7 identify some of the services in the community for which the government is responsible and describe key responsibilities of people in the community in relation to those services.	(G4 Local Geography) Teacher Assignments Classroom Participation Verses