



DISCOVERING MYSELF AND THE UNIVERSE





GRADE 1 CURRICULUM

CREATED BY FARIDA BAXAMUSA

A special thanks to the many educators, homeschool parents, private and public school parents, graphic designers, business consultants, and editors who provided invaluable input.

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WHY USE DISCOVERING MYSELF AND THE UNIVERSE

Dear Parents,

I would like to elaborate on the interdisciplinary nature of this curriculum and Unit 1, emphasizing how it will impart knowledge across various subjects to your child. An interdisciplinary curriculum aims to eliminate boundaries between subjects and guide children in integrating knowledge from different areas. Life is intricately connected, and the ability to apply knowledge from diverse subjects is essential in real-world scenarios. This curriculum is designed to cultivate this crucial skill in your child.

In Unit 1, your child will embark on a journey of self-discovery, delving into their identity and emotions. They will explore the immediate world, delve into their community, and gain insights into diverse cultures. The exploration extends to understanding Earth and geography, and the impact of human activities. Encompassing subjects such as Math, English, Science, and Geography, this curriculum presents various topics. By intertwining these subjects, your child will grasp individual disciplines and learn to seamlessly apply knowledge from one subject to another, fostering a holistic learning experience. To simplify the learning process for parents, I have meticulously crafted an open-and-go curriculum. It serves as an accessible guide for navigating the Unit 1 topics, assisting your child in developing critical thinking skills and preparing them for future challenges. Thank you for entrusting your child's education to this incredible interdisciplinary journey. This curriculum will benefit you and your child.

**Sincerely,
Farida Baxamusa**

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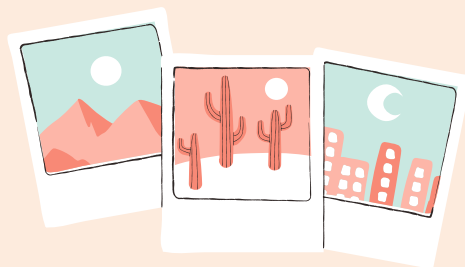
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UNCOVERING ME





UNCOVERING ME: OVERVIEW

OBJECTIVE



In this four-week unit, students will venture into an introspective journey towards self-discovery. The primary focus will be to understand their individual identities, emotions, and ways to express them creatively and positively. They will strive to answer: What makes me unique and special?

RESOURCES



Throughout this unit you will find:

- Personal Identity Narratives
- Emotion Charts and Stories
- Goal-Setting Timelines
- Recommended Reading List
- Art Exploration Projects
- Math Activities around Personal Strengths

ASSESSMENT

1. Daily oral “Quick-Checks” will be performed to ensure that the student understands and grasps the day’s concept, indicating their learning acquisition.
2. Every week, students will take part in creative art projects and math activities to apply and consolidate prior learning.
3. Frequent revisiting of assessments or lessons to guarantee continued understanding and progress.
4. At the end of this unit, students will showcase their acquired knowledge through a final project, incorporating their own ideas and perspectives on self-identity and emotions. These projects are recommended to be saved for a future portfolio.

AN INTEGRATED APPROACH TO LEARNING

This unit weaves core principles of self-identity and emotional intelligence through multiple disciplines to include standards in Literacy, Math, Art, and Social and Emotional Learning (SEL).

LITERACY: Students will engage in reading and writing stories about characters using their strengths, managing emotions, and achieving their goals.

MATH: Students will delve into graphing personal strengths and creating goal-setting timelines.

SCIENCE: Students will express their emotions and creativity through diverse art forms.

ART: Students will create patterns in art and understand the concept of time in music and dance.

SOCIAL AND EMOTIONAL LEARNING (SEL): The unit will focus on building self-confidence, emotional regulation, creativity, and perseverance.

OPTIONAL READING RECOMMENDATIONS

WHY MORE BOOKS?



Reading 'mentor texts' allows students to bridge and connect learning across disciplines. Picture books allow added connections, development, and accessibility for young learners.

RESOURCES FOR READING

- Local libraries
 - Online libraries like "Hooplah," "A to Z Readi," or
 - "Epic."
- YouTube video read aloud



RECOMMENDED READING BY TOPIC

Understanding Emotions:

- "Grumpy Monkey" by Suzanne Lang
- "The Color Monster" by Anna Lennas

Exploring Personal Identity:

- "Marvelous Me: Inside and Out" by Lisa Bullard
- "I Like Myself!" by Karen Beaumont

Understanding Strengths:

- "Willow Finds a Way" by Lana Button
- "Stand Tall, Molly Lou Melon" by Patty Lovell

Goal Setting:

- "The Most Magnificent Thing" by Ashley Spires
- "Giraffes Can't Dance" by Giles Andreae



UNCOVERING ME: WEEK ONE

OBJECTIVE



This week, students will start their introspective journey by identifying their personal strengths, expressing their emotions, and setting personal goals. They will also express their feelings and strengths through art.

THIS WEEK'S RESOURCES



- Personal Strengths Graphing Activity
- Emotion Expression Cards
- Emotion-based Short Stories
- Goal-Setting Timeline Template
- Creative Art Supplies (Paints, Colored Pencils, etc.)
- Math Activity Sheets for Graphing Strengths

ASSESSMENT



1. Each day, perform an oral "Quick-Check" to see if the student has grasped the concept of the day, indicating their learning acquisition.
2. Students will complete a graphing activity to apply their math skills and articulate their strengths.
3. Revisit any assessment or lesson throughout the week to ensure continued understanding and growth.
4. At the end of the week, students will create a personal goal-setting timeline, integrating all they've learned about themselves. Please save these projects if building a portfolio for your student.

LEARNING OBJECTIVES COVERED THIS WEEK



LITERACY:

Students will be able to read and understand emotion-based short stories.
Students will be able to express their emotions in writing.

MATH:

Students will be able to graph their personal strengths using a simple bar graph.
Students will be able to interpret their personal strengths graph.

ART:

Students will express their emotions through painting or drawing.
Students will depict their strengths through creative visual representation.

SOCIAL AND EMOTIONAL LEARNING (SEL):

Students will identify their personal strengths.
Students will express their emotions in a positive and constructive manner.
Students will set achievable personal goals based on their strengths.

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EMOTION EXPRESSION CARDS

Cut out cards for use throughout the week!



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LESSON 1

EXPLORING PERSONAL STRENGTHS

SUPPLY LIST

For today's lesson, gather:

- Poster Paper
- Coloring Supplies
- Strengths Cards Set
- Personal Strengths Graph Template
- Graphing Activity Sheet



LEARNING GOALS



Today, the student will be able to:

- Identify personal strengths
- Begin to graph personal strengths
- Count 1 - 10



READ

Everyone Is Special

Your strengths are like
your superpowers, unique to you
and mighty too!

You could be good at singing or
making people laugh.

You might be good at drawing or
super fast at math!

Your strengths come from inside
you, they're part of who you are.

They help you do amazing things,
they help you shine like a star! They
all work together to make the
amazing you.

Learn all your strengths,
And what they can do?



DISCUSS



1. This type of writing is called a poem. What did you notice about this poem when we read it?

2. When we read, we can become better readers by asking ourselves questions. One strategy is to ask, "What was this text mostly about?"

3. Let's find the words that rhyme together! I'll say some words from the poem and you tell me if they sound similar!

"Singing, Drawing," "Laugh, Math,"
"Star, Are," "You, Do"

SEL



MATH



1. What personal strengths were mentioned in our poem? Can you name a few other personal strengths?
2. Complete the strengths poster together, or draw your own! Label each strength your child can identify.
3. Connect the diagram with their actual strengths by acting out each strength as it's written.

Lay out 10 strength cards.
What do you notice about the strengths we have? We only have a little of some strengths, while others have a lot.
Can you sort each strength by the amount we have? (1, 2, >2)
Let's see how many strengths we've identified so far. Can we count by ones? Touch and count each strength together from 1 - 10.

INTEGRATED LEARNING ACTIVITY

Now that we've worked on identifying our strengths, let's talk about your strengths!



1. Why are your strengths important? What do they mean?
Let's sound out each sound in the strengths' names and write the letters together.
2. Write the student's strengths out one word at a time on a poster paper with dotted lines. Encourage the child to outline each word in a new color and draw items/ use stickers they like around their strengths! Begin discussing what their own interests and likes are!
(Insert image of sample strengths project)

CHECK FOR UNDERSTANDING

Write anecdotal notes to help you keep track of your child's progress and understanding.



1. How many strengths have we identified today? Touch and count them for me!
2. What is the first sound you hear when saying your strongest strength?
3. Point and name 5 of your personal strengths.

Notes About Today's Lesson:

PERSONAL STRENGTHS

creative



courage



kindness



listening



focus



honest



enthusiasm



strong



patience



focus



resilient



persistent



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SUPPLY LIST

For today's lesson, gather:

- Emotion Expression Cards
- Art Supplies (Colored Pencils, Markers, Crayons, etc.)
- Blank Sheets of Paper
- Emotion-based Short Story

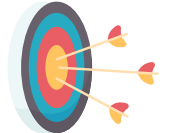


LEARNING GOALS



Today, the student will be able to:

- Identify different emotions
- Express emotions through colors
- Read and understand an emotion-based short story



READ

The Many Colors of Emotions

Happiness is yellow, bright
like the sun.

Sadness is blue, when fun is all done.

Anger is red, hot and fierce.

Fear is dark blue,
when shadows pierce

Jealousy is green, when envy arises.

Love is pink, full of surprises!

Emotions are colors,
expressing our feelings.

They shape our lives, like a
painter's dealings.



DISCUSS



1. This type of writing is called a poem. What did you notice about this poem when we read it?

2. When we read, we can become better readers by asking ourselves questions. One strategy is to ask, "What emotion is associated with each color?"

3. Let's find the words that rhyme together! I'll say some words from the poem and you tell me if they sound similar!

"Sun, Done," "Fierce, Pierce," "Arises, Surprises," "Feelings, Dealings"

LITERACY



1. What emotions were mentioned in our poem?
2. Can you name a few other emotions?
3. Read an emotion-based short story together.
4. Discuss the emotions the characters experienced.
5. Ask the child to express in their own words the emotions in the story.

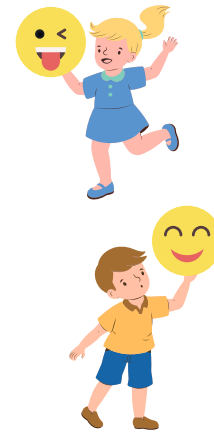
MATH



Lay out 10 emotion expression cards. What do you notice about the number of emotions we have? Some emotions we only have a little of, while others we have a lot. Can you sort each emotion by the frequency we feel them? (Often, Sometimes, Rarely) Let's see how many emotions we've identified so far. Can we count by ones? Touch and count each emotion together from 1 -10.

INTEGRATED LEARNING ACTIVITY

1. Use the colored pencils, markers, and crayons to create emotion expression cards.
2. Ask your student to choose a color that represents each emotion and draw a picture on the card that represents that emotion.
3. Connect the cards with the emotions in the short story. Ask your student to match the emotion cards to the emotions of the characters in the story.



CHECK FOR UNDERSTANDING

Write anecdotal notes to help you keep track of your child's progress and understanding.



1. How many emotions have we identified today? Touch and count them for me!
2. Can you tell me a time when you felt one of these emotions?
3. Point and name 5 of your emotion expression cards.

Notes About Today's Lesson:

LESSON 3

IDENTIFYING PERSONAL STRENGTHS

SUPPLY LIST



For today's lesson, gather:

- Math Activity Sheets for Graphing Strengths
- Pencils
- Art Supplies (Colored Pencils, Crayons, etc.)
- Personal Strengths Card Set

LEARNING GOALS



Today, the student will be able to:

- Identify personal strengths
- Graph personal strengths on a simple bar graph
- Express their strengths through art



READ

Everyone is Special

Everyone is special in their own unique way.

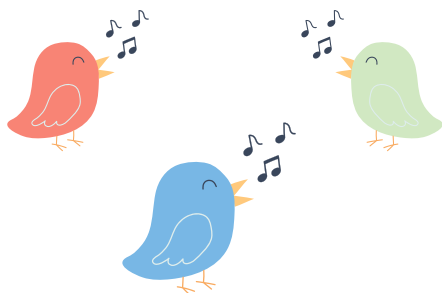
Some can run very fast, while others love to play.

Some are good at math, while others love to draw.

Some like to dance and twirl, while others love to explore.

Everyone is special, and that's a wonderful thing.

Because our strengths make us unique, like the beautiful songbirds sing.



DISCUSS



1. This type of writing is called a poem. What did you notice about this poem when we read it?

2. When we read, we can become better readers by asking ourselves questions. One strategy is to ask, "What does this text tell us about being special and unique?"

3. Let's find the words that rhyme together! I'll say some words from the poem and you tell me if they sound similar!

"Way, Play," "Draw, Explore,"
"Thing, Sing"

SEL



1. What strengths were mentioned in our poem? Can you name a few of your personal strengths?
2. Discuss what it means to have strengths and why they are important. Each strength is unique and makes us special.
3. Encourage the child to think of their personal strengths. Use the Personal Strengths Card Set to help them identify their strengths.

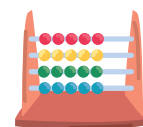
ART

Using the art supplies, ask your student to draw a picture of themselves demonstrating their strengths. For example, if a child identifies that they are good at running, they might draw a picture of themselves running in a race.



MATH

Recognizing Our Strengths Activity



WHAT ARE WE DOING?

We are going to make a fun picture to see what we're good at!

STEPS:

1. Think about things you do really well. Maybe you're good at drawing, reading, or helping others!
2. On a blank piece of paper, draw some bars to show which skills you think you're the best at. The taller the bar, the better you think you are at it.
3. After we draw, let's chat about our picture. We can see which skills have tall bars or shorter bars.

QUESTION: Which skill has the tallest bar on your picture? What does that mean?

CHECK FOR UNDERSTANDING

Write anecdotal notes to help you keep track of your child's progress and understanding.



1. How many strengths did we identify today? Let's count them!
2. Can you show me your strength on the bar graph?
3. Point and name the strengths in your drawing.

Notes About Today's Lesson:

IDENTIFYING STRENGTHS

Match the strengths.

Word Bank

Fast Runner

Math Whiz

Artist

Dancer

Explorer



GRAPHING PERSONAL STRENGTHS

Activity

1. Color in the boxes on the graph to show how strong you feel about each listed strength.
 2. Use a scale of 1 to 5, with 1 as the lowest and 5 as the highest.
 3. Discuss your graph with someone and share why you rated certain strengths higher.
 4. Reflect on your graph. Are there strengths you want to develop further?
- Have fun exploring your strengths!



1. KINDNESS
2. CREATIVITY
3. LEADERSHIP
4. CURIOSITY
5. COOPERATION
6. DETERMINATION
7. EMPATHY



A 7x7 grid with 'Strength' on the y-axis and 'Feelings' on the x-axis. The first row is highlighted yellow and labeled 'KINDNESS'.

SUPPLY LIST

For today's lesson, gather:

- Emotion Expression Cards
- Pencils
- Creative Art Supplies (Paints, Colored Pencils, etc.)
- Paper for Drawing/Painting



LEARNING GOALS



Today, the student will be able to:

- Identify various emotions
- Express their emotions in writing
- Illustrate their feelings through art



READ

My Feelings

I feel happy when I play,
Sad if my toy is taken away.
I feel angry when things aren't fair,
And scared when mommy isn't there.
I feel proud when I do something new,
And love when I cuddle with you.



DISCUSS



1. What stood out to you about this poem during our reading?

2. As we read, we can enhance our reading skills by questioning ourselves. One approach is to inquire, "What feelings does the text discuss?"

3. Let's locate words that rhyme together! I'll mention some words from the poem, and you indicate if they sound alike.

"Play, Away," "Fair, There," and
"New, You."

ART



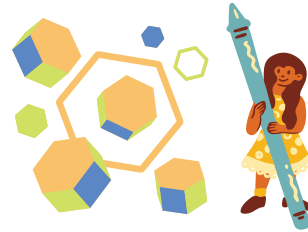
Using the art supplies, ask your student to draw or paint a picture for each emotion mentioned in the poem. This is their chance to express how each emotion feels to them in a visual way. For example, they might draw a picture of a sunny day for happiness or a picture of a dark cloud for sadness.



MATH



First, we'll review counting 1-20. Play the digitize game! Let's practice writing these numbers in word form. Complete Monster Math Numbers tracing.



SEL

1. What emotions were mentioned in our poem? Can you identify a time when you felt each of these emotions?
2. Discuss the concept of emotions and their importance. Talk about the fact that it's okay to feel different emotions, and they help us understand ourselves and others better.
3. Use the Emotion Expression Cards to help the child identify and discuss different emotions they might experience.



CHECK FOR UNDERSTANDING

Write anecdotal notes to help you keep track of your child's progress and understanding.



1. Can you name the emotions we talked about today?
2. Can you tell me a time when you felt each of these emotions?
3. Point and describe the pictures you drew for each emotion.

Notes About Today's Lesson:

MONSTER MATH NUMBERS TRACING

Get ready for some Monster Math Numbers Tracing fun!
Follow these steps to complete the activity:



STEPS

- 1. TRACE THE NUMBERS:** On the activity sheet, you'll see different numbers. Use your pencil to carefully trace over each number. Follow the dotted lines to make sure you're forming the numbers correctly.
- 2. SAY THE NUMBERS:** As you trace each number, say it out loud. For example, if you're tracing the number "7," say "seven" as you go along.
- 3. COLOR THE MONSTERS:** After tracing the numbers, take out your colored pencils. Color the cute monsters next to each number. Get creative and give each monster a unique look!
- 4. SHOW OFF YOUR WORK:** Once you're done tracing and coloring, you can proudly display your Monster Math Numbers Tracing activity sheet.

You've practiced forming numbers and added your artistic touch!
Enjoy the tracing and coloring adventure with the friendly monsters!

MATH ACTIVITY: NUMBERS TRACING



1

2

3

4

5

