

SCIENCE

The primary goal of the science program is for the students to be introduced to science through a direct, hands-on approach. Throughout the year, students will be involved with using the scientific method and processes of observing, classifying, predicting, and recording. In life science, the focus will be on developing an awareness of different types of animals, and on the food pyramid. In physical science they will be studying solids and liquids. In earth science, the students will learn about the Earth, moon and sun and the seasons. These concepts will be integrated into the curriculum through literature. The topics covered will be: color, pumpkins, changes occurring in the fall, winter, space, dinosaurs, and animals.

SOCIAL SKILLS

The underlying social expectation is that children will treat others with respect. This includes people's feelings, belongings, and personal space. They are encouraged to take responsibility for their behavior by taking turns, raising their hands, sharing as well as dealing with others' behaviors towards them. Should conflict arise, they have been instructed to first address the issue between themselves. Through discussions various ways of handling situations have been role played. Children are encouraged to use these techniques when involved in conflict with other children. We are trying to build community in the classroom and school.

WORK HARD AND BE KIND

MATH

These are the math concepts and skills that are expected to be mastered in first grade. We work on the components using the Everyday Math program and through our daily calendar activities.

Write numbers from 1-20
Count up and back by 1's to 50, starting with any number
Count 20 or more objects
Tell time to the nearest hour and half hour
Exchange pennies for nickels
Skip count by 2's to 40, 5's and 10's to 100
Calculate values of combinations of pennies and nickels
Order and compare numbers to 25
Know addition facts for (+0, +1, sums of 10)

Local Assessment: Everyday Math
Mid & End of Year Math Tests

SOCIAL STUDIES

The major focus is for the child to see him/herself as a unique individual belonging to a family with likenesses and differences. They will develop an on going awareness of the various types of family structures.

Children will begin to understand their responsibility as a student by seeing their role as a worker in school. Throughout the year children will be taught respect for the rules and laws in home, school, and community. Our goal is to foster a sense of community in the classroom where students work together to establish mutual respect.

Children will be introduced to the historical significance of various holidays and seasons during the year. The children will learn about Pilgrims, settlements of our ancestors, customs, holiday, and their origins, and famous Americans.

FIRST GRADE CURRICULUM



Entering first grade can be an exciting and sometimes overwhelming experience for your child. This is the time when we foster independence. Children are expected to follow simple directions, organize their materials, and work independently for short periods of time. Children should know their address and telephone number, be able to tie their shoes and zip their jackets. You can support this by encouraging independence at home, by expecting your child to bring home homework folders, important notes, library books, etc. and return these items when expected. Your monitoring of these behaviors is important to foster independence. This will enable your child to participate in daily classroom activities.

READING

Shared Reading

This is a time when poems, rhymes, stories and songs are read aloud as a group. The children follow along and join in the reading. This type of reading increases their involvement as they take a more active part. Children feel comfortable and willing to take risks in this situation. Once familiar with the text, reading strategies can be taught.

Guided Reading

The teacher and a small group of children talk, think and question their way through a book of which they each have a copy. The children are encouraged to draw from their own experiences and relate them to the books being read. The teacher models what questions the children should ask themselves as readers.
Example: Does that make sense?

When difficulties are noticed in this small group setting, instruction immediately takes place. *For example, if "I'm" is read as "I am", contractions are taught.*

Read Aloud

This is a time when a wide variety of types, forms and styles of writing and illustrations are presented. The atmosphere is much the same as when reading at home, with focus on enjoyment of a good book. Reading aloud also impacts vocabulary growth and comprehension.

Independent Reading

Children are encouraged to select books on their own that can be read independently. Most of the books in the classroom are from education sources that are specifically designed for the beginning reader. In the classroom the children read books they have written and published, ones written by small groups or the class, poems or books previously read during guided reading.

Local Assessment: DRA and Observation Survey

WRITING

Spelling

The children will be responsible for a core spelling list consisting of 33 words. The words will be gradually introduced throughout the year. The expectation is that once the words are introduced the children will be held responsible for their correct spelling in all forms of writing.

a	all	and	are	as	
at	be	but	by	for	
from	had	have	he	his	I
in	is	it	not	of	
on	one	or	that	the	
they	this	to	was	went	
with	you				

Local Assessments: Sitton Spelling and Words Their Way

Interactive Writing

Children generate a sentence. Each word is written by a different child. With teacher filling in unknown sounds. Children are encouraged to say the word slowly before writing each letter. The class helps with unknown sounds before the teacher steps in to help.

Writing Process

Children spend time writing daily on topics of their choice. They write saying each word slowly, listening for sounds and patterns. Children are responsible for the spelling of the first grade spelling words. They are instructed using the 6+1 Traits of Writing. Their writing is assessed for the use of the traits: ideas, organization, conventions (capitalizations and punctuation), voice, word choice, and sentence fluency.

Shared Writing

The teacher writes as the children orally compose messages, rules, letters, retellings of events, innovations and stories. This is a time when phonics and grammar are taught and reinforced as children help with spelling and punctuation.

Penmanship

Penmanship is taught through formal lessons and reinforced whenever the children write. Teachers model the correct formation of the letter using the Handwriting Without Tears writing program.

Phonics

Through mini lessons and literacy experiences children will learn about letters, sounds and words.

Local Assessments: 6+1 Traits of Writing