

Reading

In first grade reading is taught through the Reading Workshop Structure consisting of whole group teacher directed mini-lessons, individual and small group work, independent daily reading opportunities, partnership reading opportunities and whole group share time. Lessons are both teacher and student directed. The shared philosophy of Readers Workshop provides a balanced literacy approach, daily read alouds, assessment based instruction tailored to students' strengths and needs, opportunities for students to talk and write about their reading experiences, reading high interest, accessible books at the student's level of choosing, opportunities for long stretches of reading time, as well as having teachers who demonstrate a love of reading.

Unit 1: Readers Build Good Habits

Within this unit students learn the established procedures and management of Readers Workshop. Students will have the opportunity to read a variety of emergent storybooks, picture books, high-interest nonfiction books and early leveled books. Students will have independent reading time as well as partner reading time. Lessons include book handling, one-to-one matching, using letter sounds and illustrations to figure out the words. Partner reading and procedures are also learned. Students learn that readers have reading identities and are part of a larger community of readers. Throughout the unit students build routines and procedures for their reading. Students build strategies for working with and talking to their reading partners. Students use print strategies to read their texts.

Unit 2: Readers Read just-Right Books and Use Print Strategies to Support Conventional Reading

Within this unit students learn to use print strategies as they read conventionally. Students will learn to find books at their independent reading level in classroom libraries. Reading just-right books will use meaning, syntax and graphophonics to guide reading. As a strategy, rereading will be reinforced to help students problem solve at a word level, phrase level, and across multiple pages if necessary. Fluency and comprehension strategies are also reinforced. Students will begin to monitor their own reading. They will begin to read with fluency and accuracy.

Unit 3: Readers Use the Patterns in their Books to Read with Accuracy, Fluency and Comprehension

Within this unit focus remains on print strategies and word work, but adds making meaning and talking about books through text patterns. Focus on comprehension skills will allow students to develop understanding through reading. Using a variety of print, students will begin to define the patterns in text and use them to help solve unknown words. Patterns in text will be used to help the students read fluently. Students will use text patterns to think and talk about the main idea of the story.

Unit 4: Readers Talk About books to Grow Ideas

Within this unit students begin to use their strategies for working with print in a variety of materials, thinking about concepts of a variety of materials and talking about the texts they are reading. Students will develop the concept that reading is a way to think and grow. Anticipation and synthesizing in

reading are introduced to help students strengthen their conversations about the books they are reading. Throughout the unit students will be working toward summarizing the book they are reading. They will learn to form and express their opinion about a book using terms: “I agree”, “I disagree”, “I think that because...” and “this reminds me of”. Students will monitor their reading for meaning. They will retell their stories using story elements and details in sequence. Students will learn to share their thoughts and ideas through talk.

Unit 5: Nonfiction Reading Strategies: Readers Read and Think About Sets of Texts They Gather Around an Interest

Within this unit students will begin to look at books with shared interest levels and will begin to study a topic of interest using a variety of leveled just-right books and study books available in the classroom. Text features are studied as well as having students question texts they may not understand. Reading, stopping, questioning and rereading strategies will be used throughout the unit. Students will learn to compare texts side by side. They will accumulate information and be able to talk about what they learned from all of the available texts. Throughout the unit multiple strategies that are appropriate for nonfiction texts will be explored. Text features and organizational structures of nonfiction texts will help students to actively pursue their interests using a variety of informational texts. Students will notice, wonder and develop new theories based on their discoveries.

Unit 6: Readers Care about Characters

Within this unit the entire class is engaged in a shared character study. Students will explore how they can identify characters by name and by understanding character traits. Feelings and motivations of characters will also be explored. In partnerships students will learn to continue their character studies by continuing their thinking and talking with partners comparing characters from books within a series and books outside of a series. Students will have the opportunity to understand their characters by reading across a variety of texts. Students will notice, wonder and make personal connections as well as text to text connections. Students will develop the understanding that characters change and develop over time in a story setting.

Writing

In first grade writing is taught via Writers Workshop using the *Units of Study for Primary Writing: A Yearlong Curriculum*, otherwise known as the Lucy Calkins series. Here writing is divided into month long units of study including Launching, Small Moments, Writing for Readers: Teaching Skills and Strategies, Craft of Revision, Authors as Mentors, Nonfiction Writing: Procedures and Reports, and Poetry: Powerful Thoughts in Tiny Packages. Each unit is devised with lessons that help build a student’s instructional level for writing. The writing curriculum is tied into the literacy portion of our curriculum to help enrich student writing. Throughout the units students will see themselves as writers using their everyday experiences as starting points for their stories. Structures and routines are established for students to choose topics, plan for writing and draft their stories.

Unit 1: Launching

Within this unit students will learn to work independently within the workshop frame, use writing along with pictures to tell each story, write longer with more varied and more thoughtful pieces, develop

writing stamina and prepare for editing and publication. Students here begin to lay the foundation for their writing and writing purposes. Using modeling techniques, mini-lessons, conferring with students individually and share time, teachers help students begin to develop confidence in writing their own stories.

Unit 2: Small Moments

Within this unit students learn to see themselves as authors and discover that their everyday occurrences can lead to a story. Clear structures and routines are established to allow young writers to carry on during writing, developing stamina. Students choose topics, and plan for writing and drafting as best they can. They learn to manage the tools of writing workshop as they work through the writing process. Students learn strategies that begin to enable them to add more writing to their stories, stretch words out for spelling, plan details for their stories, focusing on the most important part of the story, write story endings and revise and edit with partners. Good writing habits such as rereading and monitoring for sense are emphasized.

Unit 3: Nonfiction Writing: Procedures and Reports

Within this unit students learn that writers sometimes write to teach. While discovering writing techniques for how-to books, students will be immersed in a variety of informational texts. Students begin to sequence using step-by-step procedures for how-to books while learning to check for clarity, editing techniques, planning sequencing stages, labeling diagrams, revising and incorporating many features of nonfiction books in their own writing. Using procedural writing and informational writing, students begin to challenge their personal writing skills and their writing ideas. Students recall a procedure that they can do independently and then, through writing, lay out the directions for that procedure. Sequencing and explicit directions are learned to write a comprehensive how-to book.

Unit 4: Writing for Readers: Teaching Skills and Strategies

Within this unit students bridge many skills including phonics and high frequency words to bring their knowledge of letters, sounds and words into the writing workshop. Through interactive writing and shared reading students begin to examine readable and unreadable writing. They begin to have a sounder concentration of skills such as stretching out words for writing, using sight words frequently in their writing, spacing words correctly, focusing on their content in each story, making personal word walls and writing with clarity. Students begin to write with the purpose of writing for other readers. Peer editing including editing for adding more sounds, spelling and punctuation begin as group work.

Unit 5: Craft of Revision

Within this unit students learn that revision helps make their work readable and accomplished. Students select earlier written pieces of their work and begin the journey of using a variety of revision strategies to help get their pieces ready for classroom publishing. Basic revision strategies including adding to the middle of a text, adding dialogue, and taking away pieces of the writing that don't fit are all taught with the students actively changing and editing their own pieces. Students learn that revision includes cutting, stapling, adding details and re-sequencing when necessary to improve the writing. Qualities of good writing including students learning how to revise leads and endings of a story, show not tell in writing, revision that takes place while writing the initial draft and working with a partner

during revision. Students begin to make personal decisions on how they would like their writing pieces to look for classroom publication.

Mathematics

First grade mathematics emphasizes numbers and numerations including counting, writing and modeling of numbers, investigating whole numbers, exploring fractions and using ordinal numbers. With the use of operations and computation, first graders learn to add and subtract facts, explore fact families, begin work with properties and operations of numbers as well as explore coins and their values. Using data, first graders collect, organize and display data using tally charts, tables, line plots and graphs. Students will have mathematical explorations using clocks, calendars, timelines and thermometers. Lessons in geometry will help first graders investigate two and three dimensional shapes. Patterns, functions and algebra are enhanced with the exploration of attributes, patterns, sequences, relations and functions of numbers.

Unit 1: Establishing Routines

In this unit students will practice counting on a number line, practice comparing numbers, practice daily routines for marking slates, making and recording weather observations and learn how to represent data using tally counts.

Unit 2: Everyday Uses of Numbers

In this unit students will explore various uses of numbers and the analog clock, practice finding the values of various combinations of pennies and nickels as well as work with number models for change-to-more and change-to-less situations.

Unit 3: Visual Patterns, Number Patterns and Counting

In this unit first graders will explore numeric, visual and concrete patterns. They will be introduced to addition and subtraction on the number line, as well as how to use the Frames and Arrows routine. Students will find the values of collections of dimes, nickels, and pennies.

Unit 4: Measurement and Basic Facts

In this unit first graders measure and compare lengths using nonstandard and standard units. Students review telling time to the hour, half hour and quarter hour. Students are introduced and have the opportunity to practice addition facts by beginning the process of automatic recall of basic addition facts.

Unit 5: Place Value, Number Stories and Basic Facts

In this unit, students' understanding of and proficiency with addition and subtraction facts work along with investigating place value concepts for tens and ones. Students explore two digit numbers and have the opportunity to make up and solve a variety of number stories. Links are fostered between verbal representations and concrete, pictorial and number model representations.

Unit 6: Developing Fact Power

In this unit fact power is the main focus and will continue with frequent practice throughout the remainder of the school year. Fact finding strategies will be introduced to help forge patterns. Lessons reviewing of coin values, measurements and time will also continue. Procedures will be developed for addition and subtraction strategies and students will be introduced to reference books used to support mathematics.

Unit 7: Geometry and Attributes

In this unit students begin to develop ideas about three dimensional geometric shapes. Students sort with purpose according to attribute rules. Polygons and a variety of three dimensional shapes are explored. Symmetry is introduced.

Unit 8: Mental Arithmetic, Money, and Fractions

In this unit money concepts are extended to include dollars while place value concepts are extended to include hundreds. Students will continue to develop and understanding of fractional parts of a whole.

Unit 9: Place Value and Fractions

In this unit reviews of place value patterns for counting by 1s and 10s on a number grid will be used to help reinforce counting as well as adding and subtracting with 10s and 1s. This unit also develops mental adding and subtracting with multiples of ten to help in the preparation for addition and subtraction of two digit numbers. Fraction concepts are extended to include fractions other than unit fractions. Models will be used to compare fractions and introduce the concept of equivalent fractions.

Unit 10: Year-End Review and Assessment

In this unit students will review the standard procedures used to make sense of collections of data. Students will also have the opportunity to review previously presented mathematical concepts reinforcing learned skills and procedures including data collection, telling time, mental arithmetic, geometry concepts, thermometers and temperature measurements, place values, scrolls and number grids.

Social Studies

The first grade social studies curriculum uses the context of “Families and Schools” to guide students in the study of history, geography, civics and government, and economics. Using family histories, students develop historical thinking skills as they explore how life today (present) is like or different from family life in the past. As they use ideas of time and chronology, students also learn about the people and events that are celebrated as part of the national holidays of the United States. Students address geographic concepts and develop spatial skills through map construction and visual representations. In addition, students begin to develop an understanding of how humans interact with their environments

and some of the consequences of those interactions. In civics and government, school is used as a context for learning about why people create rules, what is authority in a school setting, and the characteristics of citizenship. Economic principles are explored using the context of family. Students investigate ways in which families consume goods and services, how people make a living, and how scarcity and choice affect economic decisions. Students continue to develop an understanding of public issues, the importance of citizen action, and begin to communicate their positions on public issues. (taken from micitizenship/scope site)

Unit 1: What is Family?

Within this unit students begin to transition their focus from themselves to focusing on the social units of family and school. Students are introduced to the concepts of rules, responsibilities, basic needs, wants, change and diversity. Students share information about themselves, compare the past to the presents, explore family characteristics, family rules and family responsibilities. Students explore similarities and differences between school and family.

Unit 2: How Do We Get What We Need or Want?

Within this unit the economic concept of needs and wants and how people fulfill their wants with goods and services are explored. Students are introduced to the terms “producer” and “consumer” as they begin to explore ways in which their families consume goods and use services. The idea of scarcity is explored and students investigate how scarcity forces people to make choices. How people trade and how money is used in simplifying trading help round out the unit. Integrations of math expectations including data, pictographs and money are further investigated throughout the unit.

Unit 3: How Do We Learn About Places?

Within this unit students expand their geography knowledge are introduced to the geographic themes of location, place, region, and human/environment interactions. Students will have the opportunity to explore a variety of maps, focusing on aerial perspectives, absolute and relative locations. Students learn to distinguish between physical characteristics and human characteristics. Students will investigate school maps and will learn to identify regions of their school and describe their shared similar characteristics. Students will explore how people adapt to their environment by making seasonal changes in their clothing, homes and activities.

Unit 4: How Do We Learn About the Past?

Within this unit students apply historical inquiry to their families and schools. Students focus on chronology and learn the terms past, present, and future. Using different types of artifacts students explore different ways we learn about history. Students learn different ways we collect evidence of the past and how school life has changed. Students learn about national holidays celebrating people of the past that have made a difference in the United States.

Unit 5: How We Get Along with Others?

Within this unit students develop an understanding and appreciation for the rule of law in the United States. Students begin to explore the purposes of rules and how they limit absolute freedom. Students

develop a sense of why we have rules including to keep people safe, to keep things orderly and organized and to make things fair. Students explore the concept of fairness and how it applies to their lives at home and at school. Students learn that fairness requires treating people with equity. Students work with the idea of how rules can affect people in groups. Using their learned knowledge, students decide which rules are fair and equitable. Students investigate rules that are unfair, the importance of rights of others, the rule of law, compassion, courage and honesty. Students learn about Dr. Martin Luther King, Jr. and explore his actions with respect to unfair laws. Students investigate symbols of the United States. Students have the opportunity to practice their citizenship skills by taking on roles as citizens in an imaginary neighborhood and role playing situations in which they apply concepts of rules, fairness, majority rules, power and authority.

Science

In first grade science students are encouraged to develop an understanding of science practices using hands-on experiences while developing scientific vocabulary, investigative skills, questioning for reasoning and experimenting for discovery. Students develop a curiosity through science and are able to make observations about our world.

Unit 1: Solids and Liquids

Within this unit students use a variety of materials to constructively investigate the world of solids and liquids. Here students have free exploration and guided teaching discovery to recognize the differences between solids and liquids. They have the opportunity to explore various solids and liquids, observe and describe their properties, sort each according to a variety of properties, and make scientific observations and journal descriptions to what happens when solids and liquids are combined with water as well as other substances. Students learn to gather information and conduct their own investigation of an unknown material. Throughout the unit students will use written and oral language while acquiring the vocabulary that supports their knowledge of solids and liquids.

Unit 2: Air and Weather

Within this unit students are introduced to concepts in earth science that provides them with the opportunities to explore the natural world by using simple tools and monitoring changes. Students develop an interest in air and weather, make observations of what the force of air pressure can initiate, observe and communicate through describing the changes that occur in weather over time as well as become familiar with instruments used by meteorologists to monitor air and weather conditions. Using graphs students have the opportunity to make comparisons of monthly and seasonal weather changes as well as the changes in the position of the sun during a day and the appearance of the moon within a month. Students organize their observations and communicate through drawing and writing. A variety of acquired vocabulary associated with the properties of air and weather conditions are also explored.

Unit 3: Animals 2x2

Within this unit students obtain a close personal interaction with common land and water animals. Classroom habitats are established while students learn to care for the animals. Animals are studied side-by-side for a unique view in comparing and contrasting over time. Throughout the unit

opportunities for observation, communication and comparison exist. Students develop a curiosity and interest in our world while observing and describing structures of common animals (fish, snails, earthworms, isopods and chicks). Structures and behaviors of the animals are compared while students also observe the interactions animals have in their surroundings. Caring for the needs of animals are learned as students have hands-on experiences taking care of classroom animals.