

Lower School Course Outline

1st Grade

Subject: Language



Introduction:

The first grade balanced literacy program engages children in reading, writing, speaking, listening, and observing. Students work independently, in small groups, and in whole groups to explore decoding and comprehension skills and strategies. Fiction, non-fiction, and poetry are genres of literature study. Students respond to literature through drawings, writing pieces, puppet shows, and plays. Reading and writing opportunities are integrated in the science and social studies units.

Content:

Verbal Communication:

Students acquire and use new vocabulary, evaluate and make comparisons, make associations during brainstorming activities, and retell stories using descriptive language. Students recall details, name main characters and events, name parts of a story in sequence, identify main ideas, and predict actions and outcomes.

Reading & Phonics Instruction:

Students begin to appreciate the power that reading can have in their lives. When students are matched to books at their independent reading level, they achieve success and are more engaged. Students decode unknown words using phonics skills and contextual clues. Students demonstrate comprehension in sequencing activities, recalling details, identifying story elements, recognizing and recalling vocabulary, and summarizing.

Written Communication:

Students begin to think of themselves as authors. Students compose stories, poetry, report writing, and personal narratives. Students build awareness of basic sentence structure, which includes ending punctuation and capitalization. After students' spelling stages are determined, spelling instruction is on their individual level. Students learn how consonant and vowel patterns work in single-syllable words.

Approach:

Through teacher directed instruction, cooperative group work, discussion, independent work, small group work and guided reading and writing, students will be taught various reading strategies and writing techniques.

Materials:

Leveled (*Fountas and Pinnell*) trade books, *Rigby Literacy* big books and guided reading books, children's literature, *Word Journeys* spelling lists, and phonics practice books are some of the materials in use.

Evaluation:

Students are evaluated through observation, projects, and writing samples. Formal reading

evaluations are completed twice a year.

Lower School Course Outline

1st Grade

Subject: Math

Introduction:

The first grade *Math in Focus* program focuses on recognizing the importance of numbers in everyday life. Math is learned through daily experiences.

Content:

- **Number bonds/comparing numbers**
- **Numbers to 120, add/subtract to 100, word problems, uses vocabulary to explain reasoning**
- **Shapes and patterns**
- **Measurement**
- **Picture graphs/bar graphs**
- **Mental Math**
- **Calendar/time**
- **Readiness for multiplication/division**
- **Money**

Approach:

Through direct teacher instruction, discussion, and independent work, students are taught various strategies and skills. Cooperative group work, games, and active student participation are also essential components.

Materials:

Math in Focus journals, manipulative materials, measuring tools, charts and graphs, and games comprise the material list.

Evaluation:

Formal and informal assessment tools include teacher observation, student self-assessment, and periodic progress checks in the *Math in Focus* program.

Lower School Course Outline

1st Grade

Subject: Social Studies

Introduction:

The first grade social studies program engages the learner personally in recognizing similarities and differences. It broadens the student's vision and creates awareness and appreciation for the world around them.

Content:

Map Making:

Students investigate the spatial relationships in their immediate environment. They create and read two- and three-dimensional maps which they will utilize on a walking tour of Mullica Hill.

Community:

Students explore their school and neighborhood communities. Visits to Mullica Hill's community buildings and stores reveal the necessary structures of a typical neighborhood. Students identify similarities and differences of families in the school community.

Famous Americans:

Students learn about Native Americans, Pilgrims, Christopher Columbus, presidents, Martin Luther King, Jr. and other African-Americans who have contributed significantly to society.

Self-Awareness and Peer Relations:

Students explore similarities and differences between themselves and others. Students learn to work and play cooperatively. Eye to eye contact is taught and encouraged. Learning to solve problems using conflict resolution

Service Learning:

Students participate in school-wide service projects to promote an awareness of others' needs and to encourage a desire to help others. Under the guidance of the teacher, a class will recognize a need for service and will take leadership for implementing a school-wide project.

Approach:

Published children's literature prompts discussion, investigation and discovery. Art projects act to consolidate processed information and form response vehicles.

Materials:

Published children's literature, trade books and child-developed research projects (via internet, library, videos), topical art and construction projects are the materials used in the social studies program.

Evaluation:

Students are evaluated through observation, projects, and writing samples.

Lower School Course Outline**1st Grade****Subject: Science****Introduction:**

The first grade science program explores topics through various scientific practices. Students experience observation, prediction, data collection, and experimentation to guide their discovery, analysis, and content knowledge.

Content:**Matter:**

Students learn about the three states of matter: solid, liquid, gas. Simple experiments are conducted to investigate their properties.

Animals:

Students classify mammals, fish, birds, insects, amphibians and reptiles.

Solar System:

Students learn about the Sun, the planets, and constellations.

Pebbles, Sand and Silt:

Students manipulate pebbles, sand and silt to discover similarities and differences.

Approach:

Through teacher direct instruction, cooperative group work, discussion, independent work, field trips, small group work and experiments, students will be taught various strategies and techniques.

Materials:

Children's literature and periodicals, trade books, Foss' Pebbles, Sand & Silt kit, and laboratory equipment comprise the material list.

Evaluation:

Students are evaluated through observation, projects, and writing samples.