



The Dwight School

Curriculum Handbook

First Grade

THE DWIGHT SCHOOL MISSION STATEMENT

The Dwight School, an internationally recognized college preparatory school with a rich tradition of academic excellence, trains its students to be leaders with a strong sense of community responsibility.

Every student has a spark of genius, and our goal is to nurture that potential. Kindling their interests, we strive to develop inquisitive, informed, and ethical citizens who, with a sense of global kinship, will take action to build a better world.

THE INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

INTRODUCTION TO CURRICULUM HANDBOOK FIRST GRADE

This handbook is designed for parents of children in Grade 1. It contains important information about the knowledge, skills and understanding your child will cover during the year. The handbook is intended to be a reference resource for you, so that you feel better informed about the work your child is doing in class, and so that you are able to discuss it more knowledgeably with him/her and the teacher.

Research shows that parent support is one of the most important factors influencing your child's levels of attainment in school. Good communication between home and school is of great importance to us. If you have any questions about your child's attainment levels, his/her home or class work, or would like to discuss any aspect of the curriculum, please contact your child's teacher or the Dean.

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1. SCHOOL PHILOSOPHY: THE PRIMARY YEARS PROGRAM

The Primary Years Program (PYP), for students aged 5 to 12, focuses on the development of the whole child, in the classroom but also in the world outside, through other environments where children learn. It offers a framework that meets children's several needs: academic, social, physical, emotional and cultural.

The PYP is a comprehensive approach to teaching and learning, with an international curriculum model that provides guidelines for what students should learn, a teaching methodology and assessment strategies.

At the center of the PYP curriculum are five essential elements: knowledge, concepts, skills, attitudes and action. Six organizing themes (see curriculum model below) help teachers and children explore these elements in the broadest sense of the word. Teachers and students use key questions that are concept based to structure the Units of Inquiry. They acquire and apply transdisciplinary skills while developing an understanding of these important concepts. The development of explicit attitudes and the expectation of socially responsible behavior are also essential elements of the program.

2. LANGUAGE ARTS

Word Level Work

Phonological Awareness, Phonics, and Spelling

The students will:

1. practice and secure rhyming skills from Kindergarten by
 - exploring rhyming patterns
 - generating rhyming groups (pat, sat, cat, fat)
2. practice and secure ability to hear initial and final phonemes in cvc words
3. discriminate and segment all three phonemes in cvc words
4. blend phonemes to read cvc words
5. represent in writing all three phonemes in cvc words
6. read and spell words ending in ff, ll, ss, ch, ng
7. read and spell initial consonant clusters: bl, cr, tr, str
8. read and spell final consonant clusters: nd, lp, st
9. identify separate phonemes in words with clusters
10. segment consonant clusters for spelling and writing
11. blend phonemes for reading
12. segment phonemes for spelling
13. read and spell long vowel phonemes ee, ai, ie, oa, oo (as in moon)

Word Recognition, Graphic Knowledge and Spelling

The students will:

1. for guided reading: read high frequency words specific to their book group
2. read on sight 100 new high frequency words from the Dolch sight words list by the end of the year
3. spell words with “s” at the end for a plural
4. spell words from their weekly spelling lists

Vocabulary Extension

The students will:

1. learn new words from shared and individual reading experiences
2. make a collection of personal words
3. learn the meaning of “vowel” and “consonant”

Handwriting

The students will:

1. use a comfortable and efficient pencil grip
2. form lower case letters correctly
3. combine knowledge of handwriting and spelling to independent writing

Sentence Level Work

Grammatical Awareness

The students will:

1. expect written text to make sense and check for sense if it does not
2. use awareness of grammar of a sentence to decipher new words (read on, leave a gap, then re-read with word)
3. read with expression
4. re-read to make sure own writing makes sense
5. predict words that fit in a sentence

Sentence Construction and Punctuation

The students will:

1. recognize and use periods and capital letters when reading and writing
2. use capitalization for Mr., Mrs., Ms., Miss

Text Level Work

Fiction and Poetry

Reading Comprehension

The students will:

1. reinforce and apply word level skills in shared and guided reading
2. use phonological, graphical, and grammatical cues to read texts and make sense from them
3. read simple familiar stories and poetry independently
4. point when reading and make correspondence between words said and read
5. describe story setting and incidents and relate them to own experiences
6. re-enact stories using puppets, pantomime, and plays
7. choose and read familiar books and discuss preferences
8. retell stories giving the main points in sequence
9. identify different genres of stories
10. identify and discuss characters: appearance, behavior, and description
11. become aware of character dialogue
12. identify beginning, middle and end of story

Writing

The students will:

1. apply phonological, graphic knowledge and sight vocabulary to spell words accurately
2. write about events in personal experience
3. use rhymes and patterned stories as models for their own writing
4. make storybooks with cover, title, and author's name
5. spell Dolch words correctly
6. make a story map for a familiar story
7. make a character profile
8. use elements of structure and language in own stories
9. write about significant incidents in stories
10. compose own poetry using repetitive patterns, carefully selected sentences, and imagery

Nonfiction

Reading Comprehension

The students will:

1. read and follow captions for learning centers and instructions on worksheets and classroom routines
2. know the difference between fiction and non-fiction
3. know the features of non-fiction texts: captions, indexes, table of contents, diagrams with labels
4. understand that the reader can read selectively for information without reading the whole book
5. predict what a book may be about from cover and pictures
6. understand that there are nonfiction books on similar themes
7. use ordered sequence of events: first, next, last
8. use text to answer questions

Writing Composition

The students will:

1. write captions for their own work for display
2. make simple lists for planning and reminding
3. write and draw instructions and labels for classroom use
4. write labels for diagrams
5. write non-chronological report
6. write recounts of experiences
7. write instructions sequentially
8. make a class dictionary of special interest linked to Units of Inquiry

3. MATHEMATICS

The goal of our math curriculum is to produce mathematically powerful thinkers and problem-solvers who are confident and feel comfortable using mathematics in their daily lives. Therefore students not only learn basic computation skills, but they also are involved in more than the “how-tos” of basic arithmetic skills; they are involved in multiple day projects and explorations that link ideas and concepts from several strands of mathematics into an integrated whole that makes sense. We focus not just on answers but on students’ ways of thinking and we are more interested in their reasons and explanations for solutions and discoveries, not whether or not everyone gets the same solution in the same way. Mental math is practiced every day to imprint mathematical information on the brain. When given the opportunity to investigate computation problems, students construct deep understanding and many, flexible ways of handling numbers. With this approach students develop autonomy and a more complete understanding of mathematics, i.e. a strong foundation for our technology-based society.

Concept

Number Sense

The students will:

1. use appropriate math vocabulary, including number words
2. construct number meaning by using real-world experiences and physical materials
3. use concrete materials to understand odd and even numbers
4. name, count, recognize and compare whole numbers up to 100
5. understand our numeration system by relating, counting, grouping, and place value concepts
6. interpret the uses of numbers in the real world
7. create, use, discuss, and solve problems about numbers
8. develop various approaches to work with numbers
9. use mental math to compute and solve problems
10. know when to use addition and subtraction
11. judge the reasonableness of computation problems’ results
12. work with manipulatives in a variety of models
13. use a variety of strategies and situations for estimating quantities, measurement, and computation
14. model, explain, and develop proficiency with basic facts; set up addition and subtraction equations, both horizontally and vertically
15. write and solve word problems, exploring addition and subtraction in a variety of contexts
16. write number sentences to match problems and write problems to match number sentences
17. explore discrete math by sorting and classifying sets by attributes and using manipulatives to explore combinations

18. find the sums of three or more single-digit addends
19. relate the mathematical language and symbolism of operations to problem situations
20. explore the concept of division
21. explore and understand the relationship among operations
22. understand the language of numbers (more than, greater than, less than, before, between, after)

Algebraic Thinking: Patterns, Relations and Functions

The students will:

1. recognize, describe, extend and create a wide variety of patterns in mathematics and the real world
2. skip count by 2's, 5's, 10's and 100's
3. demonstrate an understanding of the missing addend
4. identify a missing piece of a pattern in a sequence, or in a mathematical sentence
5. use patterns and relationships to analyze
6. write an equation to represent and solve a problem
7. explore the use of variables and open sentences to express relationships
8. match written symbols to objects, numbers, quantity and words
9. use manipulatives to model balancing in number sentences
10. explore and demonstrate an understanding of the communicative property in addition
11. explore multiplication and recognize its relationship to repeated addition
12. represent and describe relationships with models, graphs and rules

Geometry and Measurement

They students will:

1. identify properties and attributes of shapes
2. tell time to the quarter hour, half hour and hour intervals
3. compute with time
4. use and understand a calendar
5. demonstrate the attributes of time
6. identify coins and their equivalencies
7. make and use estimates of a measurement
8. apply, compare, and compute with measurement
9. demonstrate attributes of length, weight, area and volume
10. use the concepts related to units of measurement
11. recognize shapes from different perspectives to explore symmetry and transformations
12. recognize, describe, model, draw and classify shapes
13. investigate and predict the results of combining, subdividing and changing shapes
14. develop spatial sense
15. use geometric ideas to develop numerical ideas

Data Analysis: Statistics and Probability

The students will:

1. use a variety of methods and materials to manipulate and organize data
2. compare and contrast quantities of objects on real and picture graphs
3. interpret and discuss Venn diagrams, using 2 or 3 sets
4. use a chart or table to help solve a problem
5. collect, tally, organize, record and describe data
6. formulate and solve problems that involve collecting and analyzing data
7. explore the concepts of chance

4. UNITS OF INQUIRY

Transdisciplinary Theme: *Who We Are*

Title: My Body

Subject focus: Science and PSPE

Central idea: Different systems and senses work together to support life functions in human beings, who in their turn play a role in maintaining these systems.

An inquiry into:

1. the principal life systems in the human body and how they work
2. the five senses
3. our responsibility in maintaining a healthy body

Transdisciplinary Theme: *Where Are We in Time and Place*

Title: Celebrations

Subject focus: Social Studies, Geography

Central idea: Families recognize important personal and cultural events through celebrations and traditions. Sharing celebrations enhances our appreciation and understanding of other people and cultures.

An inquiry into:

1. the reason for celebrations
2. how people celebrate
3. similarities and differences among cultures

Transdisciplinary Theme: *How We Express Ourselves*

Title: Why a poem?

Subject focus: Language Arts

Central idea: Poetry is one medium, incorporating many different forms, through which human beings express their feelings and ideas.

An inquiry into:

1. what defines a poem and sets it apart from other written communications
2. poetry as a means of expression
3. poetry as a continuous art form

Transdisciplinary Theme: *How The World Works*

Title: The Unbroken Cycle

Subject focus: Science, Geography

Central idea: All living things have their own life cycles and at the same time are interdependent with other living things. Some organisms become extinct over time.

An inquiry into:

1. the major phases in the life cycles of animals
2. the similarities and differences of life cycles in different species
3. the symbiosis of life cycles in ecosystems

Transdisciplinary Theme: *How We Organize Ourselves*

Title: Let's Move It

Subject focus: Social Studies and Science

Central idea: People have created things to move themselves and objects from one place to another. Technology and other developments have modified means of transportation, for good or ill.

An inquiry into:

1. the many varied forms of transportation worldwide and their specific functions
2. how developing technology has affected transport over time
3. the advantages and disadvantages of modern transportation

Transdisciplinary Theme: *Sharing the Planet*

Title: The Purpose of Parks

Subject focus: Science and Social Studies

Central idea: As a response to urbanization, human beings have felt the need to create and maintain parks throughout our history.

An inquiry into:

1. the reason for parks
2. the history of parks
3. features of parks
4. human responsibility

Case study: Central Park

5. SPANISH

The Spanish program is structured around units based on child-related themes and the Units of Inquiry with the learning activities geared to the students' cognitive level and the interest. Spanish will be taught through various media such as games, songs, arts and crafts and role-play, responding to all learning styles. The activities incorporate opportunities for movement, physical activity, and concrete manipulation. Evaluation takes place frequently and regularly in a manner consistent with the objectives of the class.

The students will:

1. learn greetings
2. sing traditional songs
3. learn the numbers 1-20, the colors, the days of the week, the months, the body parts, the weather, clothing and animals in the environment
4. read simple words and produce simple phrases using the vocabulary learned

6. CHINESE LANGUAGE & CULTURE

Nin Hau. The objective of the Chinese program is to open the doors into a different way of thinking and communicating. The program is structured around a framework consisting of three major components: language skills, how China impacts our lives today and exposure to the Chinese culture.

Chinese is taught in an interactive manner and an activity is weaved into each lesson geared to the student's cognitive level and interest. The activities involve games, role play, team work, physical movement and concrete manipulation of chopsticks and calligraphy brush to reinforce and apply what is learned, and to understand the symbolism behind each character, each phrase, each gesture and each custom/tradition practiced during the holidays. The year culminates in a narrative began from the year before and is expanded to include additional information learned this year.

The students will learn:

- 1) Language skills:
 - a. Additional Chinese characters and phrases/expressions/sentences. Practice, reinforce, apply and expand on language patterns and characters learned in previous grades.
 - b. learned in previous grades.
 - c. Grow and expand the personal narrative.
 - d. Continue to practice new and old characters with pencil, ink and brush.
- 2) China: expand on how China impacts our lives today.
- 3) Culture: prepare and celebrate Chinese holidays; continue to practice cooking, eating with chopsticks and writing with the brush; understand additional symbolism in Chinese art, etc.
- 4) Participate in two (2) PYP performances
- 5) Go on 2-3 field trips to Chinatown and to the museum.

As the students progress each year, we will introduce additional characters, phrases, expressions and sentences as well as build upon what was learned in the prior year(s). Whenever possible and as appropriate, we will mirror the Unit of Inquiry that is taught in the regular curriculum so that the students can also express it in Chinese.

7. MUSIC

Through exposure to diverse materials, students develop an awareness of how people from many cultures create and participate in music. Students will learn the basics of note reading and music notation in order to develop the skills necessary for sight-reading and the application of performance. Rhythm, movement and singing are an integral part of the music program. Through exposure to performance, students gain self-confidence, memorization skills and public speaking. Students will develop listening skills and will gain knowledge of historical composers and their music.

Listening

The students will:

1. listen to a wide musical repertoire, with a focus on multicultural music from around the world
2. discuss many classical composers and the similarities and differences in their music
3. explore the different sounds of the orchestral instruments
4. recognize musical patterns, dynamics, rhythmic patterns, and melodic direction
5. experience marcato, staccato, and legato, as well as other textures within the music

Performing

The students will:

1. perform numerous songs together as a group
2. understand the principles of rehearsing music for a production by beginning and ending together, memorizing music, taking direction from the teacher, and working as a group
3. practice and understand the use of meter
4. practice and understand syncopation and uneven rhythms
5. sing with appropriate tone, posture and breathing

Movement

The students will:

1. create rhythmic patterns and perform with others
2. perform movement that directly correlates to the music
3. understand how storytelling and movement through music is an important element, e.g. “Carnival of the Animals” and “Peter and the Wolf”

Music Fundamentals and History

The students will:

1. explore folk music through singing and listening
2. focus on the importance of melodic and rhythmic patterns in musical compositions
3. dance to music throughout the world including the Polka, Irish dances, clogging, tap, and step methods

8. ART

The Art Program explores many forms and styles of art and uses many different media. Through the years in Timothy House, the students acquire varied skills. They are exposed to different tools and materials that are age-appropriate. An environment where the children's visual perceptions are allowed to mature is created. As their ability to handle tools becomes more skillful, their ability to discuss, critique and compare becomes more sophisticated. The students are exposed to art and artists in various cultures. They have the opportunity to apply their knowledge creatively in classroom projects and studies.

The students will:

1. complete art projects that are closely connected to the Units of Inquiry
2. expand their art-making abilities and observation skills through tactile projects suitable for this stage of learning
3. learn to communicate feelings and emotions through color
4. sculpt clay faces, mix colors with paints and collage materials to explore line and shape

9. PHYSICAL EDUCATION

The physical education program is a task-oriented, year round system in which mind, body and spirit are developed; in addition to developing strong, healthy, flexible, fast and adaptive bodies, values, morals, attitudes are emphasized. The students will also do exercises in the classroom as they take breaks during the day.

The students will:

1. perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
2. develop the range and skills of their actions; e.g. balancing, taking off and landing, turning and rolling
3. choose and link skills and actions in short movement phrases
4. create and perform short, linked sequences that show a clear beginning, middle and end, and have contrasts in direction, level and speed
5. develop and refine basic techniques in running and jumping
6. travel with and receive a ball and other equipment in different ways
7. develop these skills for simple net, striking/fielding and invasion-type games
8. play simple, competitive net, striking/fielding and invasion-type games using simple tactics for attacking and defending

9. use movement imaginatively, responding to stimuli, including music, and performing basic skills; e.g. travelling, being still, making a shape, jumping, turning and gesturing
10. change the rhythm, speed, level and direction of the movement

10. COMPUTER TECHNOLOGY

The Timothy House capitalizes on the natural enthusiasm of children for exploring new ideas, taking risks, solving problems and manipulating concrete materials. Therefore the information technology program is a natural conduit for developing these capacities and for helping children to develop an understanding of the role that the computer will play as a lifelong learning tool. Students progressively develop skills and confidence as they use the computer for a wide range of educational activities.

Technological Awareness

The students will:

1. identify parts of the computer
2. use the mouse to point, click and drag
3. open and close folders, files and windows
4. scroll to see hidden parts of a window
5. choose from the menu bar at the top
6. print documents

Networking Skills

The students will:

1. log on/off
2. access and open programs on the network
3. save and retrieve projects using their folders

Internet Skills

The students will:

1. recognize the purpose of the Internet
2. locate a URL by typing in its address

Keyboard Skills

The students will:

1. use informal keyboarding skills to type
2. use shift, caps lock, punctuation, tab, enter and arrow keys

Word-Processing Skills

The students will:

1. highlight text
2. format text by changing size, font and style

Drawing Skills

The students will:

1. create and manipulate images, using pencils, colors, paint bucket, spray can, eraser and shape tools
2. cut, copy and paste images

Multimedia Skills

The students will:

1. combine text with images, sounds and animations

Programming Skills

The students will:

1. write simple commands and procedures to create animations and draw designs

11. HOMEWORK POLICY

Homework is a valuable part of the school curriculum. It provides children with the opportunity to consolidate or extend their understanding of the concepts covered during class time. It also encourages them to develop independent study habits. Homework is given every night for all students in the Timothy House. The amount and kind of work that is given depends on the student's age and the individual abilities of the student. In First Grade, students are given homework for 15 to 30 minutes a day. Mostly, it focuses on the child's emergent reading development. Teachers and parents communicate through e-mail and phone conferencing

12. THE PASSPORT PROGRAM

The Passport Program is a palate of exciting after-school activities for all Timothy House students. It encourages students to find a hobby or investigate new interests. Basketball, tennis, soccer, and fencing are Dwight's strongest athletic traditions. These programs are offered from the lower grades and continue throughout High School. In Kindergarten and in First and Second Grades, we encourage students and families to try a variety of different activities. In the Third and Fourth Grades, students are asked to analyze what activity they are enjoying the most and to continue this activity. In sports, skills and sportsmanship are emphasized, rather than competition. Many other Passport favorites are Mini-Musical (drama program), Circus Club, Chess Club, Awesome Arts, Water Warriors (swimming program) and much more. The Passport Program is a unique opportunity for students to interact with children of other ages within Timothy House.

