

EASTCHESTER SCHOOL DISTRICT



A PARENT'S GUIDE TO CURRICULUM: KINDERGARTEN AND GRADE 1

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EASTCHESTER SCHOOLS MISSION STATEMENT

It is the mission of the Eastchester School District to provide an environment that fosters mutual respect, promotes the uniqueness of the individual, provides opportunities for student successes, and guides all students intellectually, emotionally, physically, and socially.

In order that students may become life-long learners and contributing members of society, we encourage students to develop:

- Ethical values
- Civic responsibility
- Self-motivation
- Global responsibility
- Processes of learning
- Facility in social interaction
- Problem-solving skills
- Life planning skills
- A comprehensive base of knowledge

Upon the strength and effectiveness of this mission, in partnership with parents and community, rest the futures of those children whom we serve.

GRADUATION GOALS

In order to achieve the District's mission, the Education Advisory Committee of the Board of Education identified the following graduation goals for Eastchester students. These goals were adopted by the Board of Education in August 2000.

These are the expectations of what graduates should know (in a general sense), be able to do, and be like (attitudes and behaviors). These goals will guide the District's planning in curriculum and instruction since they will be the foundation for providing students with the essential skills and strategies for high achievement and future success.



Goal 1: *An Eastchester graduate will be a **respectful individual**. The student will:*

- ◆ Interact with all members of the school community in a courteous and respectful manner, and take responsibility for his or her own behavior.
- ◆ Demonstrate sensitivity and understanding of the rights, needs, opinions, customs, diversity, and concerns of others.
- ◆ Be a community contributor: progress from a school and community to a global sense of respect and responsibility to humanity and the environment.

Goal 2: *An Eastchester graduate will be a **life-long learner**. The student will:*

- ◆ Attain the knowledge, skills, and concepts necessary to pursue new learning opportunities.
- ◆ Demonstrate curiosity and enthusiasm for learning.
- ◆ Demonstrate the ability to set priorities and goals, allocate time, and successfully complete projects.
- ◆ Make informed decisions when presented with choices involving academics, behavior, health, career, and family.

Goal 3: *An Eastchester graduate will be an **effective communicator**. The student will:*

- ◆ Read, write, listen, and speak effectively for various purposes and audiences.
- ◆ Use a variety of media to acquire and present ideas and knowledge.

Goal 4: *An Eastchester graduate will be a **complex thinker and problem solver**. The student will:*

- ◆ Apply methods of inquiry, higher order thinking skills, and strategies to identify, analyze, and solve a problem, or manage complex issues.
- ◆ Access, interpret, and apply relevant information from a variety of resources.
- ◆ Work collaboratively with others to reach common goals.
- ◆ Create quality products at a level commensurate with stated goals and objectives.

Goal 5: *An Eastchester graduate will be a **competent and responsible user of technology**. The student will:*

- ◆ Utilize a variety of technological tools to access, process, organize, analyze, synthesize, evaluate, modify, or communicate in all disciplines and fields.

Goals for the Kindergarten Program

- Create an attractive and stimulating learning environment
- Help each child develop a positive self-image
- Cultivate the individual interest and abilities of each child
- Stimulate a love for learning
- Provide for the physical, social, emotional, and cognitive growth of each child
- Provide a variety of learning activities so that children acquire academic skills that are the foundation for future learning
- Assist each child to become an independent thinker and worker
- Allow for creative expression of each child
- Encourage children to ask questions
- Encourage personal development through physical education, art, and music
- Create an environment in which children are encouraged to interact with their peers and adults
- Expand each child's concept of his/her world
- Provide opportunities for students to explore, solve problems, and make decisions

In summary, we want kindergarten children to experience the excitement of learning while expanding their minds and developing their bodies.



The Importance of Play in the Kindergarten Classroom

Play is much more than fun and leisure time for your child. It's "work." In fact, through the play process children learn "their way." They connect their inside and outside worlds together and create their own unique experience. No textbook can teach that!

Play develops curiosity. When children play they become inquisitive and desire to find out about things naturally. They learn to enjoy learning.

Play encourages children to take risks and to think on their own. Children try many new things in a non-threatening environment.

During play children make their own choices and this gives them a sense of control and self-confidence.

Through play children discover their own special talents. There is no right or wrong, they "play their way."

Play builds social relationships. Children need to negotiate, share, cooperate, and respect the rights of others in order to play with others.

Play is how children make things less scary. They work out their fears, emotions, and concerns, putting them into "child-size proportions."

Play rejuvenates. Anyone who plays can find something new in each experience, each day. This gives a continued enthusiasm for life and brings renewal – the very basis for a happy life.

Play offers boundless opportunities for both child and adult. By allowing and encouraging true play in and out of the classroom, we will open doors to creativity, learning, growth, development, and happiness.

-William Page



ENGLISH/LANGUAGE ARTS COMMON CORE LEARNING STANDARDS

The Common Core Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The Standards set requirements not only for English language arts (ELA) but also for literacy in History/Social Studies, Science, and Technical Subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understanding required for college and career readiness in multiple disciplines.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today, both print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

SIX INSTRUCTIONAL SHIFTS OF THE COMMON CORE LEARNING STANDARDS IN ELA

Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading
Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

ELEMENTARY ENGLISH LANGUAGE ARTS PROGRAM

The ability to communicate requires mastery of reading, writing, listening, and speaking skills. These are interrelated skills and are integral parts of everything students do in the elementary grades. Our English language arts (ELA) curriculum and the instructional program focus on an integrated approach to learning and using language effectively in all content areas. Beginning in kindergarten, teachers create communication-rich environments as students learn the basic skills, strategies, concepts, and behaviors that promote literacy and help students to become competent and enthusiastic readers, writers, speakers, and listeners. The elementary ELA program reflects the Common Core Learning Standards. Each student's progress toward meeting the standards is measured on the New York State English Language Arts Assessments that are administered to third, fourth and fifth grade students each spring as required by federal legislation. The language arts skills, strategies, and competencies that are measured on these assessments are developed beginning in kindergarten and throughout all grades in the elementary language arts program.

Children become capable readers and writers by engaging in a wide range of literacy experiences each day. In grades K-1, they experience a balanced program in which teachers use research based best teaching and learning practices that include a wide range of literacy activities, carefully selected reading and writing materials, varied instructional strategies to meet students' needs, and a structure that promotes higher levels of comprehension, critical thinking, and writing proficiency to provide the basis for students to become increasingly more independent readers and writers. We are teaching children strategies to become good readers, writers, and spellers so that they will learn to make links with what they already know in order to learn what they don't know. To accomplish this, children are taught as a whole class, in small groups, and individually which creates a balance between developmentally appropriate direct instruction in skills and strategies, guided work, and independent practice. Teachers constantly model what reading and writing look like, share reading and writing with students, guide and confer with students as they read and write, and give students daily opportunities to practice reading and writing independently in a supportive environment.

Teacher observations of the reading and writing behaviors of students and ongoing informal and formal assessments of students' literacy are integral to guide instruction by providing the teacher with information about how each student is learning, and what skills and strategies each student needs to learn next. When appropriate, teachers differentiate instruction based on students' varied readiness levels, interests, and learning needs allowing students to access content and process information in relevant, meaningful, and challenging ways.

The District has identified a continuum of ELA skills, strategies, and competencies that set the standards which students are expected to reach over

time. This continuum guides instruction in the elementary grades and, subsequently, in middle school.

Reading

The goals of our reading program are to instill in each child a love of reading and the ability to comprehend a variety of written texts. The reading program guides students through the processes of *learning to read* and *reading to learn*. At each grade level there is a comprehensive curriculum that articulates the reading skills and strategies that students need to acquire to become successful lifelong readers. Students read a wide variety of genres by many different authors.

In grades K-1, students *learn to read*. They are taught the concepts or conventions of print such as reading from left to right, phonemic awareness, decoding skills (phonics, syllabication), and how to employ different strategies to become fluent readers and learn to gain meaning from text. The curriculum in the primary grades provides a balanced reading program and utilizes the Reading Wonders program, guided reading books, and independent reading books to meet students' needs at different developmental levels. Additional grade-appropriate literature supports the curriculum.

Purposes of Exposing Children to Print

- To help children become literate.
- To help children explore their world – to extend their world – to test reality.
- To provide a continuing source of enjoyment.
- To provide a continuing source of learning.

Why Do We Read to Children?

WE READ TO CHILDREN SO THAT THEY MAY LEARN:

- That conventional print language flows from front to back, left to right, top to bottom in segments (letters, words, sentences, paragraphs).
- That print is different from pictures.
- That the print carries the story.
- That the print can be turned into sound.
- That the message in a book is permanent from one reading to the next.
- To expect that a story will make sense.
- That stories use their own special language (once upon a time, far, far away, deep in the forest, lived happily ever after).
- That stories come in many different styles (nursery rhymes, folktales, riddles, poems, letters), and deal with fact and fiction, with different feelings.
- That vocabulary can be extended (grove, thicket, forest, woods, brush, shrubbery, jungle).
- To predict what might happen next [guess (hypothesize), check, learn].
- To develop imagination (visualization).
- To listen for detail in language, to imagine, and to match it (where appropriate) to illustrations.

The Kindergarten English Language Arts Program

The Kindergarten English Language Arts program is designed to immerse all children in language activities and experiences by creating a balanced learning environment for literacy. Kindergarten is an important time for students to acquire the important early literacy skills in reading, writing, speaking, and listening that are the foundation for learning. The kindergarten program provides activities that nurture and expand each child's use of language. The use of language allows children to make sense of their world and to communicate with people. In kindergarten, children learn to value reading, writing, speaking, and listening. The English language arts program was developed using the following guiding principles based on research:

- Language develops over time in developmental stages.
- Each child entering kindergarten is unique and has had different experiences with language. Just as a child learns to crawl, walk, and talk at different times, children will learn language and literacy skills at different rates. Each child will develop at his/her own rate while gaining confidence and independence.
- Reading, writing, listening, and speaking are interrelated skills that develop together and support each other.
- An effective English Language Arts program has a rich literature base.
- The mastery of skills is essential for the language use.
- Children's literacy develops when it is functional, real, and useful.
- Children become more literate when they are read to on a daily basis, and can absorb ideas, make predictions, and follow the sequence in a book.
- Children become more literate by reading and rereading storybooks and attempting to write their own stories.
- Parents and other adults contribute to children's literacy development when they devote time to reading to and with their children at home daily, conversing with their children at home, and taking trips to the library.

In our literacy-rich kindergarten classrooms, children will:

- Be surrounded by print.
- Learn specific skills within the context of reading, writing, listening, and speaking.
- Have access to a wide variety of good literature and informational texts.
- Be read to often.
- Talk about books and tell stories.
- Write and create their own stories, independently and/or collaboratively.
- Record information in a variety of ways (e.g. graphs, charts).
- Express themselves in a variety of ways including play, music, art, and constructing with blocks.
- Learn curriculum concepts at the same time that they are developing literacy skills. Children read, write, listen, and speak in order to explore the world of science, math, and social studies, while expanding their language skills and understanding of the world.

Reading

Kindergarten children begin the process of acquiring the early literacy skills in reading by looking at pictures in books. By constantly exposing them to oral language experiences, and reading good literature to students, they discover the connection between listening and speaking, and reading and writing. These experiences help to get students excited about becoming readers. The students are also introduced to letter sounds, word parts, and rhyming words giving them the early reading skills needed to begin to decode simple words. Developing comprehension of books that are read to kindergartners is paramount in early literacy.

Writing

Writing is another way for students to communicate and is encouraged in the English language arts program at the kindergarten level. As you realized from your own child's experiences, children progress through stages of oral language development. Similarly, written language development also follows predictable stages. Below are the stages children pass through as they develop writing ability.



- **Drawing:**
This is a child's earliest attempt at writing. The child understands that a story can be written. "What I can say, I can write."
- **Scribbling:**
This is a child's experimentation with writing. It can be compared to an infant's babbling. Just as an infant is encouraged to babble, it is very important to encourage children to scribble.
- **Linear Drawing:**
This stage is similar to the state at which a baby begins to string sounds together. It shows that a child now knows how writing should look.
- **Letter-like forms:**
By this stage, a child's writing may look recognizable. The child begins to make his or her writing look like "real writing" just as he or she turned babbling into the sounds of language.
- **Letter and Early Word Symbol Relationships:**
This stage is similar to the stage at which your child said his or her first words. As parents, you understood and accepted many errors in these first words. You will see many of the same errors in your child's writing as he or she learns to make the connection between letters and sounds of words. Just one letter often represents whole words during this stage.

- **Spelling Approximations:**
In this stage, a child is beginning to realize that each letter has a sound. At first he or she may use only beginning sounds for words. This type of spelling is encouraged because it allows children to take the risks that are necessary to become successful readers and writers.
- **Standard Spelling:**
In this stage your child recognizes and attempts to use standard spelling.

Handwriting

During the first several months of school, the motor patterns (e.g. directionality, shapes such as straight lines and curves) students use for forming letters in writing are introduced through the large muscles of the arms and shoulder rather than through the small muscles of the hand. These experiences, such as writing letters in the air, are important in the process of developing the motor skills children use for writing. Students also use materials they can manipulate and touch to experience forming these shapes before beginning formal handwriting experiences on paper. Examples of these experiences include using playdough, tracing shapes in sand or rice, and tracing sand paper shapes and letters. As a student's fine motor skills develop, they move from large writing on unlined paper to writing letters on lined paper.

Listening and Speaking

The kindergarten English language arts program is designed to encourage the students' use of oral language and to build a foundation that will help each child to articulate ideas clearly and effectively. Children also develop self-confidence through speaking experiences such as class discussions and storytelling. Developing skillful listening is very important since young children gain a great deal of information and new concepts through listening. Teachers provide students with a variety of developmentally appropriate listening and speaking experiences in all areas of the curriculum.

Assessment

Assessment of each student's development in the areas of reading and writing is ongoing during Kindergarten. Assessments may include anecdotal teacher records, formative assessments from the Reading Wonders program, writing samples, the STAR Early Literacy program, the Developmental Reading Assessment II (DRA- II), and DRA Word Analysis. These assessments help teachers to identify students' strengths and areas for growth in the English language arts program. In addition, each Kindergarten student is screened in the fall using the STAR Assessment to identify any students who may need support or reinforcement with early literacy reading skills.

Kindergarten Student Outcomes

Children go through a series of stages as they develop in the areas of reading and writing. Achievement in these areas is crucial to development in other areas of the curriculum as well. The following achievement levels or stages are designed to inform you of the various skills children learn as they progress in reading and writing. **Not every child of the same age and grade is expected to achieve at the same level since each child will develop at a different rate.** The concepts, skills, and strategies introduced at the Kindergarten level are as follows:

The reading expectations for the kindergarten student include the following:

- Experiences a large variety of books, including alphabet books, poems, rhymes, information books, and dictated language experience stories
- Understands read-aloud stories
 - Predicts what will happen next, vocabulary, and outcomes in stories.
 - Identifies characters, sequence of events (first, middle, last), setting, main idea, specific details from a story
 - Relates literature to own experiences
- Begins to differentiate real from fantasy
- Identifies parts of book (e.g. cover, title, author, and illustrator).
- Understands conventions of print
 - Books are read from front to back of book
 - Reads from left to right and top to bottom on a page
 - Identifies letters, words, spaces, and sentences
- Begins to develop phonemic awareness (e.g. listening for individual sounds that make up words, and blending sounds together to make a word)
- Distinguishes between upper and lowercase letters
- Correctly identifies upper and lowercase letters of the alphabet by name
- Identifies the sound of most consonants
- Uses pictures as clues to the meaning of written text
- Uses repetition, rhyme, and memory to “reread” familiar text
- Recognizes own name, and several high frequency words in print including environmental print (e.g. STOP)
- Begins to point accurately at the word being read

The writing expectations for the kindergarten student include the following:

- Uses a combination of drawing and writing to convey an idea
- Tells a story from drawing and writing
- Copies words and sentences
- Begins to correctly use beginning consonant sounds to write a word
- Begins to use some vowels to approximate spelling
- Writes some familiar words (e.g. I, go, stop)
- Brainstorms with a group or the teacher to generate writing ideas/topics
- Writes more than one related sentence with teacher assistance
- Writes from personal experience
- Dictates a story with beginning, middle, and end

- Writes for social interaction (e.g. notes, cards) with teacher assistance
- Records information in a variety of ways (e.g. words, sentences, graphs, charts) with teacher assistance

The handwriting expectations for the kindergarten student include the following:

- Writes left to right on each line
- Correctly forms most upper and lowercase letters
- Capitalizes only the first letter of his/her own name
- Writes letters of own first and last names
- Capitalizes word “I”
- Uses appropriate pencil grip

The listening expectations for the kindergarten student include the following:

- Listens quietly and attentively while others are speaking one-to-one, in a small group, class group, and large group settings, as well as to audio and visual media
- Listens to gain information
- Responds appropriately to information presented orally
- Follows oral directions independently
- Retells directions and other information presented orally
- Maintains eye contact with speaker

The speaking expectations for the kindergarten student include the following:

- Speaks audibly and enunciates clearly
- Uses appropriate tone of voice and volume
- Speaks at an appropriate rate
- Speaks with expression
- Participates actively in one-to-one, small, and large group settings
- Takes turns speaking in a group
- Expresses an opinion
- Self generates topics
- Remains on topic
- Responds to literature (e.g. retelling, characters, setting, predicting outcomes)
- Shares learned information
- Tells steps used in a process or in problem solving
- Asks questions to gain information
- Socializes and interacts appropriately with peers and adults
- Speaks in complete sentences
- Describes events in logical sequence
- Uses age-appropriate vocabulary and grammar

ENGLISH LANGUAGE ARTS

Grade 1

Children go through a series of stages as they develop in the areas of reading and writing. Achievement in these areas is crucial to development in other areas of the curriculum as well. The following achievement levels or stages are designed to inform you of the various skills children learn as they progress in reading and writing. **Not every child of the same age and grade is expected to achieve at the same level since each child will develop at a different rate.**

The major skills emphasized in the first grade language arts program include skills learned in kindergarten, as well as:

Reading

- Appreciating literature
- Concepts (conventions) of print
 - Reads from front to back in book
 - Reads from left to right and top to bottom on a page
 - Identifies letters, words, spaces, and sentences
- Phonemic Awareness
 - Recognizes individual sounds that make up spoken words
 - Blends sounds together
- Alphabet knowledge
 - Correctly refers to letters of the alphabet by name
 - Identifies sounds of all letters
 - Word Recognition
 - Phonics: Applies knowledge of consonants, short and long vowel sounds, and some vowel combinations
 - High frequency words: Recognizes a core of basic sight words (e.g. the, to, from)
- Predicts an unknown word and reads it accurately by using illustrations, phonics (does it sound right?) word configuration (does it look right?), and meaning (does it make sense?)
- Comprehension
- Understands read-aloud stories
- Predicts, confirms, and revises predictions
- Identifies main idea and supporting details
- Verbally sequences events from a story
- Identifies story elements: character, setting, plot (beginning, middle, end), problem, and solution
- Makes inferences
- Self corrects for meaning: Repeats a word, phrase, or sentence
- Responds to punctuation when reading (period, question mark, and exclamation point)
- Develops vocabulary
- Reads simple texts

Writing

- Writes on a variety of topics
- Writes in a variety of forms including journal, narrative, and autobiographical sketch
- Writes a response to literature
- Writes for social purposes including cards, notes, and friendly letters
- Uses initial steps of writing process: planning, drafting, sharing, adding information, editing with teacher assistance, and publishing
- Uses graphic organizers (e.g. Venn Diagram) for planning writing
- Writes a story with several sentences that includes a beginning, middle, and end (plot)
- Develops a title that matches the story
- Spelling
 - Spells a core of high frequency words correctly (e.g. the, to, in) in daily writing
 - Uses consonants, blends (consonant combinations), and vowels
 - Uses a mix of correct spelling and spelling approximations
- Grammar and Usage: Students are introduced to the concepts of adjectives, adverbs, nouns, and verbs and how they are used in sentences
- Mechanics
 - Begins to capitalize the first letter of sentence, proper nouns, titles, and the pronoun I
 - Begins to use correct end punctuation: period, question mark, and exclamation point

Handwriting

- Forms manuscript letters correctly
- Spaces words correctly

Listening

- Listens quietly, attentively, and in a focused manner while others are speaking in one-to-one, small group, class group, and large group settings
- Follows verbal directions independently
- Listens to gain information

Speaking

- Speaks about a variety of topics
- Remains on topic
- Responds to literature: retelling, characters, setting, problem, solution, opinion
- Tells steps used in process or in problem-solving
- Asks questions to gain information
- Speaks in complete sentences with unity of thought
- Speaks and enunciates clearly
- Socializes and interacts appropriately with respect to peers and adults
- Participates actively in class discussions
- Appropriately takes turns speaking

Assessment

The language arts continuum sets the standards which students are expected to reach over time. Teachers assess a student's progress within the continuum from daily student work, reading and writing samples, teacher observation, and individual, small group and whole class performance. Formal assessments are given at specified times throughout the year. These assessments include those from the Reading Wonders program as well as the STAR Reading and STAR Early Literacy programs. These assessments help teachers to measure each student's progress toward developing the reading competencies for meeting the standards. Your child's teacher will be glad to discuss these assessment tools and provide you with additional information.

In addition, each grade 1 student is screened in the fall using the STAR Assessment to identify any students who may need support or reinforcement with early literacy reading skills.

MATHEMATICS



The Common Core Learning Standards for Mathematics emphasize:

Focus	A significantly narrow and deeper scope of how time and energy is spent in the math classroom to focus deeply on only the concepts that are prioritized in the standards.
Coherence	Learning is carefully connected within and across grades so that students can build new understanding onto foundations built in previous years.
Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

The goal of the Common Core Learning Standards in mathematics is to provide students with the knowledge and understanding of the mathematics necessary to function in a world very dependent upon the application of mathematics. Instructionally, this goal translates into three components: conceptual understanding, procedural fluency, and problem solving. Conceptual understanding, procedural fluency, and problem solving are intertwined so that students will only become successful in mathematics if they see mathematics as a whole, not as isolated skills and facts. Students will use math content materials, stories, manipulatives and technology as they develop an understanding of the content and processes.

The New York State Education Department and federal legislation require that students take a NYS Assessment each spring in grades 3, 4, and 5. However, assessment of each student's progress is ongoing, varied, and an integral part of lessons and units at all grade levels. The K-1 mathematics program is designed to set the foundation for the skills and competencies children will continue to develop in the elementary grades, and the processes and content that will be formally assessed later in the elementary program.

The District's K-1 mathematics program is Go Math (Houghton Mifflin Harcourt, 2015). This research based program has a balanced approach to mathematics study by providing students with a strong foundation in computation skills, conceptual understanding, mathematical language, as well as developing strong problem solving, thinking, and application skills. This comprehensive program provides students the background in mathematics that is necessary to meet or exceed the mathematics standards not only in the elementary grades, but, also set the foundation for success in middle and high school mathematics.

Mathematical processes are emphasized at every grade level. Students are presented with problems, games, and stories that require them to recognize relevant information and select appropriate problem-solving strategies. The idea that there is more than one way to solve a problem is emphasized as children learn to take risks, think logically, reason, and create. Students must justify their thinking and are expected to communicate their mathematical reasoning and solutions orally, and later in writing. Children also work with manipulatives. Manipulatives, or physical items, such as counters, pattern blocks, and Cuisenaire Rods help students to conceptualize abstract ideas and solve problems. Problem solving also extends through all areas of the curriculum.

Following are the major concepts and skills introduced at the kindergarten and first grade levels. Concepts and skills introduced in kindergarten are sustained and strengthened in first grade. **Each student will learn mathematical concepts and skills at different rates and in different ways. Some will readily achieve success; others will need further practice, instruction, or assistance over time.**

Kindergarten Mathematics: Major Concepts/Skills

The major skills and strategies in the kindergarten math program include the following:

- Count to 100 by ones and tens
- Count forward from a given number, other than 1
- Develop fluency with numbers from 0-20
- Compare numbers
- Write number sentences
- Engage in addition and subtraction of one digit verbal word problems using different strategies
- Create and extend patterns
- Display understanding of concepts such as over, under, above, below, next to, and between
- Recognize shapes and describe characteristics, including two dimensional shapes
- Sort and organize objects by attributes (e.g. color, size, shape)
- Represent data using manipulatives
- Collect data
- Calendar time
- Group objects by like properties
- Explore coins and their value

<http://www.nysed.gov/common/nysed/files/math-revised-2017-standards-kindergarten.pdf>

Grade One Mathematics: Major Concepts/Skills

The major skills and strategies stressed in the first grade math program include those skills learned in kindergarten, as well as the following:

- Display understanding of number sense to 100
- Develop an initial understanding of the base ten system and place value (e.g. 10 ones=1 ten)
- Engage in addition and subtraction of one and two digit (without regrouping) numbers within 20, using a variety of strategies
- Create and expand numeric patterns
- Sort and classify basic shapes
- Measure using non-standard units (e.g. finger lengths, paper clips)
- Tell time to the hour and half-hour
- Collect and display data in simple pictographs for quantities up to 20 - units of one
- Interpret data in terms of words: most, least, greater than, less than, or equal to
- Recognize coins and their values
- Count a mixed collection of dimes and pennies

<http://www.nysed.gov/common/nysed/files/math-revised-2017-standards-grade-1.pdf>



SCIENCE

NEW YORK STATE LEARNING STANDARDS

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment, and recognize the historical development of ideas in science.

Waverly has a clearly defined science curriculum based on the New York State Science Standards. It has been designed as a part of the continuing K-5 Elementary Science Curriculum. We will be using the Science 21 Program, a K-6 inquiry based science curriculum. Science 21 is both a vertically and horizontally articulated curriculum arranged around unit themes. The program's main focus is on hands-on, inquiry-based science, and math, language arts and technology are integrated at points where they fit naturally.

The ultimate goal of science study in grades K-5 is that students become integrally familiar with the key steps of the scientific process by conducting many real experiments. The steps of the scientific process are: asking a question, posing a hypothesis or guess; observing and recording results; and drawing a conclusion that relates back to the hypothesis. By the end of fifth grade, our young scientists have performed and discussed these steps of the scientific process repeatedly so that they have become very familiar.

The goals of the Kindergarten and Grade 1 science program are that students will:

- Learn and appreciate the living world around them.
- Appreciate the importance of asking questions about the world around them and to find different ways to answer their questions.
- Begin to be aware of the important role that recording information plays in science.
- Use their senses to make realistic and accurate observations.
- Acquire and use scientific vocabulary.
- Begin to distinguish facts from fiction (real vs. non-real).
- Communicate information orally, in pictures, and on charts and graphs.
- Begin to use scientific equipment (e.g. balance scales, stationery magnifiers) properly.
- Compare and contrast objects and living things.
- Classify things and information.
- Begin to measure the length and mass of things using non-standard units.

KINDERGARTEN SCIENCE CONTENT



UNIT 1

Weather and Climate

UNIT 2

Forces and Interactions: Pushes and Pulls



UNIT 3

Interdependent Relationships in Ecosystems:

- Animals
- Plants
- Environments



GRADE 1 SCIENCE CONTENT

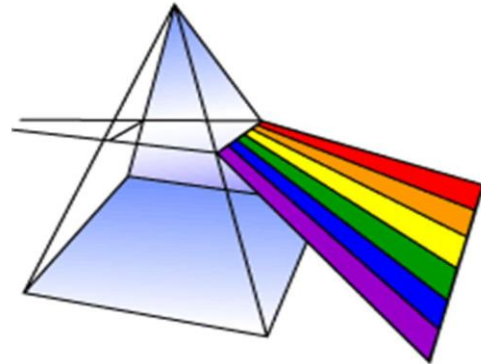


UNIT 1

Space Systems:
Patterns and Cycles

UNIT 2

Waves:
Light and Sound



UNIT 3
Structure, Function and
Information Processing



SOCIAL STUDIES KINDERGARTEN

Self and Others

The social studies program at the kindergarten level focuses on helping students develop awareness of self as a growing individual. The child's unique qualities as well as similarities to others are emphasized. Children learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. In addition, the child's relationships with others in the classroom and the school become sources for social studies learning. Social interaction skills are integral to the kindergarten program. Emphasis is placed on using content that is relevant and personally meaningful. A wide range of interdisciplinary activities can help the child grow and develop and gain knowledge and skills. Children also begin to learn about their role as citizens by accepting rights and responsibilities in the classroom and by learning about rules and laws.

Myself and others

- My physical self includes gender, ethnicity, and languages
- Each person is unique and important
- Each person has needs, wants, talents, and abilities, likes and dislikes
- All people need others
- All people need to learn, and learn in different ways
- People use folk tales, legends, music, cultural holidays, and oral histories to teach values, ideas, and traditions

My family and other families

- My family and other families are alike and different
- Families have needs and wants
- People help one another in families, the school, and the community.
 - Important concepts include: sharing, friendship, helping, peace, and ecology

Citizenship and Civic Values

- Citizenship includes an awareness of the symbols of our nation including the American Flag
- Citizenship includes an understanding of the holidays and celebrations of our nation
- All children and adults have responsibilities at home, in school, in the classroom, and in the community
- There is a need for making class and school rules to involve the consideration of others and provide for the health and safety of all

Geography

- Students begin to locate their neighborhood, school, state, and country on maps

SOCIAL STUDIES

GRADE 1

The Grade 1 Social Studies program focuses on helping students learn about their role as members of a family and school community. The development of identity and social interaction are paramount as students explore self, family, and school through the Social Studies standards. Major content units include:

- My family and other families
- Beliefs, customs, traditions, and celebrations (holidays)
- Roles and responsibilities
- How families are the same and different
- How families can work together to solve problems
- Basic needs: What people do to make home a good place to live, work, and play
- Places in my community and local region. Students begin to locate places on maps and globes and learn how maps serve as representations of physical features and object
- Citizenship and civic values
- The need for making class and school rules
- Historical/national holidays
- Rights, responsibilities, and roles of citizens of the school community
- Symbols of citizenship, including the flag of the United States
- Pledge of Allegiance (loyalty to the United States of America)



THE ARTS

New York State Learning Standards for the Arts

- Standard 1: Creating, Performing, and Participating in the Arts:
Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
- Standard 2: Knowing and Using Arts Materials and Resources:
Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
- Standard 3: Responding to and Analyzing Works of Art:
Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- Standard 4: Understanding the Cultural Contributions of the Arts:
Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

ART

Art education is essential to fulfilling the potential of the whole child by fostering intellectual, social, and creative growth. Our elementary program provides opportunities for students to use a large variety of media in an expressive and organized form; respond critically to works of art; and learn about art expression in its social, historical, and cultural context. Students are encouraged to explore different solutions to problems to develop divergent thinking. This skill is fundamental to the creative process. Through art, we are able to teach critical thinking, analysis, and judgment. Art is integrated with other disciplines in the elementary curriculum.

The elementary art program strives to develop the joy of discovery through art in a nurturing and positive learning environment. We recognize the unique style of each child, and that each child will produce art at his/her own level of development. The curriculum provides experiences to guide students toward a lifetime of appreciation and pleasure through art.

Program Goals

- To develop each student's potential for artistic expression
- To foster a sense of self-confidence, worth, and individuality
- To cultivate the imagination
- To develop critical thinking, analysis, and aesthetic judgment skills
- To recognize and respect diverse artistic, cultural, and historical expressions

To accomplish these goals, the elementary program is comprised of developmentally appropriate experiences at each grade level to enable students to understand art, create art, and value art. Children work with a variety of media including paper, crayons, paint, printmaking materials, and clay. The curriculum is supported with text and materials from the highly-acclaimed Elementary Art program, “Adventures in Art” by Laura Chapman.

In grades kindergarten and one, students experiment with concrete art materials through a variety of activities that develop motor skills and knowledge in the basic elements of design. Multi-sensory experiences heighten the child’s awareness of the various senses, and students learn to name and recognize simple visual elements, such as colors, textures and shapes. Students learn to think about artworks as the outcome of a process involving decisions by the artist, and they begin to gain an awareness of artwork from varied cultures and the world around them. In kindergarten, they learn basic skills in cutting, pasting and modeling clay through activities that encourage experimentation and growth in skills. In grade one, they acquire basic skills in drawing, painting, collage, printmaking, sculpture and simple construction. Subjects range from personal experiences as well as the imagination. Students are introduced to critical thinking through structured questioning and conversation about the subject matter, design qualities, and overall mood or feeling of the piece. They learn to perceive and describe these, and to be able to express opinions and respond thoughtfully to others’ opinions.

All K-1 students have art class one time each week. Our elementary school artists have their work displayed during the annual district-wide Arts Festival held in May.

MUSIC

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts. The goal of the elementary music program is to provide the students with a varied and enjoyable musical experience. The curriculum has been designed to build smoothly from Kindergarten to fifth grade by providing developmentally appropriate activities at each grade level. At the end of the six-year sequence each student should have a grasp of beginning music theory, an understanding of the major musical styles, and the ability to sing in a group. An important component of our elementary program, music is integrated with other disciplines. The elementary music program guides students toward a lifetime of appreciation and pleasure through music.

All K-1 students have music class one time each week. The students learn the rudiments of music, play musical games, and sing songs in many different musical styles.

PHYSICAL EDUCATION

New York State Learning Standards

- Standard 1: Personal Health and Fitness:
Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- Standard 2: A Safe and Healthy Environment:
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Standard 3: Resources Management:
Students will understand and be able to manage their personal and community resources.

Physical Education is an integral part of the total education program. Students in grades K-1 will participate in two physical education periods each week. There will also be an additional period every other week dedicated to wellness. The physical education program is designed to help students develop and maintain physical fitness, locomotor skills, and positive behaviors and attitudes about physical activity. The curriculum consists of developmentally appropriate physical activities that emphasize self-improvement, enjoyment, participation, and cooperation to encourage lifetime physical activity in a safe environment.

Emphasis is placed on skill themes and movement concepts. Lessons focus on locomotor movements, object control, physical fitness, social, body management, game and sport skills. These all contribute to students acquiring a foundation of movement and social skills working toward proficiency in games and sports. We will also emphasize how movement and breathing techniques can help us gain focus and balance in our lives.

During the school year students will be working on Physical Fitness development. We emphasize enjoyable participation in physical activities that are easily done throughout life. Please encourage your child to include physical activity daily. For family fun, the following activities are suggested: bicycle riding, swimming, walking, running, skipping, dancing, jumping rope, tumbling, playing actively and practicing the skills and exercises performed in P.E. class. In addition, there are many recreational activities offered through the Town of Eastchester that might interest your child.

Guidelines for Safe Physical Education Participation

Please be sure your child is dressed appropriately to participate safely in P.E. activities.

1. **Full** sneakers with laces or Velcro
 - No slip-ons or zip-up sneakers
 - No platform or roller sneakers
2. Clothing should enable students to safely participate in physical education class. Appropriate clothing includes: Pants, warm-ups, skorts or shorts. Jewelry should not be worn during physical education class, and it's suggested that long hair be tied back.

LITERACY ENRICHMENT

The Literacy Enrichment program is designed to foster a love of literature and to develop inquiry and research skills that are the basis for lifelong learning. It is designed to support and integrate with the elementary ELA curriculum based on the Common Core Learning Standards.

The school library media center provides a comprehensive collection of print materials, visual and auditory media, and computer technology resources, including online Internet services. Each K and 1 class has one regularly scheduled period each week at which time students will be permitted to check books out of the library.

The literacy specialist will help children in grades K-1 expand their experiences with literature by reading aloud, providing exposure to different genres of literature, storytelling, leading book talks, and guiding students as they select books for independent reading. The goals of these experiences are to enhance the joy and appreciation of reading and to make connections to the ELA curriculum.

How Parents Can Help

- Read to your child.
- Listen to your child read.
- Play games with your child.
- Help your child get a library card from the public library nearest you, and encourage your child to go to the library as often as possible.
- Go to the library with your child. Help him or her pick interesting books to read.
- Find out activities for children that take place at your library.
- Talk to your child about subjects that are interesting to him or her.
- Listen attentively to your child, and ask him/her follow-up question.
- Set aside a special “reading time.” Let your child know that you look forward to and enjoy your time together.
- Give your child his or her own place to keep books.
- Write notes to your child.
- Help your child write letters and notes.
- Encourage your child to keep a scrapbook about a subject that interests him or her: stamps, dogs, birds, trucks, etc.
- Limit your child’s television watching – select certain shows to watch. Turn the television on for the show and turn it off immediately after the show is over.
- Read and discuss your child’s schoolwork.
- Provide materials such as crayons, art paper, and paints for creative projects.
- Give your child a calendar so he or she can write down special events and mark off each day.
- Teach your child his/her full name, street address, town, and telephone number.
- Help your child make a telephone directory with the names and phone numbers of his or her friends.
- Ask your child to add a sentence or two to letters you write to far-away relatives. Young children can dictate a sentence for you to write.
- Give your child specific duties to perform on a regular basis at home.
- Let your child help you prepare dinner.
- Subscribe to children’s magazines (in the child’s name).
- Bring books for your child to read in the car.
- Look up words in the dictionary with your child.
- Encourage your child to start a collection of rocks, stamps, etc.
- Encourage your child to show his or her schoolwork to your relatives and friends.
- When traveling, read road signs with your child. Discuss what they mean.
- Show your child how to use a yardstick, ruler, and tape measure for measuring objects around the house.
- Provide counting experiences for your child using real objects.
- Show your child how to count change.

- Give your child a special place (box, dish pan, etc.) to keep items he or she must take to school each morning. (This ends last minute searching for library books, papers, bike keys, etc. all of which can cause your child to be late for school).
- Show your child how to tell time.
- Let your child express his/her problem-solving skills with everyday tasks around the house. Encourage your young problem-solver by offering many opportunities to manipulate ideas as well as objects.
- Ask questions such as: "What would happen if you forgot to wear your mittens when you went outside? How would you keep your hands warm?" Brainstorm all the possible solutions of cause and effect problem solving.
- Let your child experience his/her own thinking by helping you solve problems. For example, ask her to set the table: "How many people are there in our family? How many plates will we need?" Ask your child to count out the number of plates naming each family member as he/she does. It helps kindergarten children to manipulate concrete materials when problem-solving.
- Give your child opportunities to make predictions. This will help him/her to understand the relationship between concepts and results. For example: before you run your child's bath, ask him how long it will take for the tub to fill with water.
- Inspire problem-solving thinking by asking questions like: "Why does it snow? Where do insects go in the rain?" The answers will be wonderful. The purpose of asking isn't to get "right" answers, but to encourage your child to think in his/her own way about these things.

PARENT TEACHER CONFERENCES

Communication between home and school is vital for a child's success. It should be regular, two-way, and meaningful. As a parent, you are encouraged to contact your child's teacher to ask questions about your child, or to inform the teacher about important family circumstances (e.g. birth of a sibling) that might affect your child's performance in school.

Times are built into each year's school calendar for conferences to facilitate parent-teacher communication. A parent-teacher conference is a time when you and your child's teacher can talk about how your child is doing in school. It is a chance for you to ask questions about your child's progress and the class. It is also a time for you and the teacher to work together as a team to discuss ways to help your son or daughter.

Following are suggestions for making these conferences meaningful for you, the teacher, and your child. These tips were compiled and shared by Eastchester elementary teachers.

A Parent-Teacher Conference gives you a chance to:

- Get to know your child's teacher.
- Learn about what your child is learning in school.
- Discuss your child's strengths and weaknesses.

A Parent-Teacher Conference gives teachers a chance to:

- Get to know your child better.
- Better meet your child's educational needs.

Getting Ready: Things to do before the conference:

- Sit down and talk with your child about school.
 - Try to keep the discussion positive. Ask about their favorite subject, part of the day, etc. Also, ask if they have any concerns or problems they would like you to discuss with the teacher.
- Make a list of important and pertinent information about your child. For example:
 - Study habits at home
 - After-school activities and interests
 - Feelings towards school
 - Special family circumstances
- Develop a brief list of questions you would like to ask the teacher about your child. For example:
 - Daily schedule and routines
 - Special services and programs the school offers
 - Homework policy
 - Interactions with other students and teacher

- Make arrangements for childcare for younger children.
 - Friends or other parents with conferences on the same day may be able to care for young children during the conference time. This will enable you and your child's teacher to talk without distraction.

Conference Day: Now You Are Ready

- Remember your pre-conference preparation.
 - Bring paper and your list of questions and notes with you.
- Be on time.
 - The teacher will probably have conferences before and after yours. If you feel a need for more time, ask the teacher to schedule another conference for a future date.
- Both parents should try to attend, if possible.
 - Non-English speaking parents should feel free to bring a relative or friend to assist with translations.
- Begin and end on a positive note.
 - A comment about the classroom or your child's likes can help to "break the ice."
- Listen with an open mind.
 - Remember you and the teacher have a common goal!
- Tell the teacher any pertinent information.
 - Important experiences may be affecting your child.
- Take notes.
 - It will help you remember the main topics and follow-up plans that were discussed.
- Develop a home follow-up plan.
 - This could mean new rules or routines, contacting other agencies, or a reward for a job well done.

Post-Conference: Follow-Up.

- Take some time to discuss the conference with your child.
 - Tell your child what you and the teacher talked about.
 - Be positive! The better your child feels about him/herself, the better he/she will do in school!
- With your child, set simple goals that are easy to attain.
- Set aside time each day to talk to your child about school.
- Keep your child's teacher informed of any new information or changes.

We wish you and your child the very best this school year!