

**LESLEY ELLIS SCHOOL**  
**CURRICULUM GUIDELINES: GRADES 1/2**  
**2017-2018**

**LANGUAGE ARTS**

Language arts generate enthusiasm for self-expression. Language is viewed as a complex process that includes reading, writing, speaking, and listening. Through the use of language, children can extend their abilities as critical and creative thinkers, essential skills for academic achievement and interpersonal relationships. As children share stories, poems, and original pieces of work, and engage in debate, idea sharing, and other forms of group discussion, they come to view themselves as competent readers, authors, and communicators.

The goal of the language arts program is to progressively and sequentially build upon students' foundations in reading, writing, listening, and speaking. Students are supported and challenged within their zone of literacy development as they gain an understanding of phonological processing, phonics, grammar, context, and content. Children learn to use language in all its varied forms and gain an understanding of the importance and pleasure that all kinds of expression can provide. Overall, students are given a multitude of experiences that increase their confidence as readers, writers, and communicators.

Students are involved in numerous reading and writing activities throughout the day. Some of these activities are connected to ongoing classroom themes, and others are designed to help develop proficiency in specific skill areas. Writing workshops, journaling, small reading groups, and language arts stations provide times during the day that support the children's continued literacy growth. Literacy is also integrated into many aspects of the school day including meetings, art, science, math, and social studies activities.

Students engage in and respond to literature through whole class picture and chapter books, poetry studies, individual and buddy reading, and reading groups. During reading groups, the children explore a wide variety of literature through direct instruction via books that are appropriate for the age and skill level of the reader. Vocabulary development is enhanced during these times through book chats, word analysis, contextual investigation and, in the upper grades, specific vocabulary assignments. In conjunction with the classroom program, weekly library visits and extensive collections of classroom texts extend the students' opportunities for diversifying their literature experiences.

The writing program includes both direct instruction and daily writing times with an emphasis on writing as a process. Students learn to edit their own writing, conference with peers and teachers, and publish their work. Using their foundational knowledge, students expand their abilities as authors and develop greater insight into the stories shared in both fiction and non-fiction texts. In grades 3 and 4, students work on more focused writing assignments that include, but are not limited to, persuasive, descriptive, and informational essays. Teachers in Kindergarten – Grade 2 use the *Wisnia-Kapp*

*Reading Program* to provide direct, explicit instruction in phonological awareness, sound/symbol retrieval, segmentation skills, and syllable pattern types that support reading and writing development. Students transition from invented spelling to emergent spelling to conventional spelling as they enhance reading fluency, and develop the recognition of sight words, word patterns, and phonetic rules. Spelling skills are reinforced in mini lessons, games, story editing, writing assignments, and reading groups.

*Zaner-Bloser* manuscript and cursive handwriting is taught and reinforced with the understanding that ease, skill, and confidence in this area promote written communication. Children also have the opportunity to publish written work on computers, using technological tools as modes of communication.

Listening and speaking skills also play a major role in the language arts program. As children communicate with each other, they work towards a greater awareness of themselves and the effect and impact their words and tone can have on those around them. Ways to communicate and listen effectively are explored through group work, dramatizations, and class meetings.

Above all, through the language arts program, we hope to instill in every child a love for reading, writing, and communicating, the foundations to accomplish these successfully, and an understanding of how vital they are in everyday life.

## **First and Second Grade Language Arts Objectives**

### **Reading**

- Continue to develop phonological processing skills
- Make letter-sound connections in words (e.g., letter/sound association, long and short vowel sounds, blends, digraphs)
- Practice and incorporate strategies for decoding unfamiliar words
- Recognize and read developmentally appropriate sight words (commonly used words)
- Develop understanding of syntax and word morphology
- Increase vocabulary
- Read developmentally appropriate books and broaden exposure to different forms of literature
- Make basic connections between literature and personal experiences with related themes
- Develop and increase fluency
- Focus on comprehension and reading for meaning
- Begin to understand basic story elements and explain them in context (e.g., plot, character development, sequence, implicit meaning)

### **Writing**

- Develop an understanding that writing is a process
- Continue to develop the ability to write more detailed and logical stories with beginning, middle and end

- Write for a variety of purposes (e.g., journals, creative writing, non-fiction writing, letters, autobiographical and biographical stories)
- Practice and gain independence in editing writing for basic mechanics, spelling, and sentence structure
- Work toward forming one paragraph essays
- Master lowercase writing
- Begin cursive writing
- Learn introductory keyboarding skills

### **Grammar and Usage**

- Use basic punctuation appropriately (end marks, commas, apostrophes)
- Show knowledge of capitalization rules in writing (proper nouns, beginning sentences)
- Begin to understand and apply the use of sentence structure and basic paragraph format
- Begin to recognize and understand basic parts of speech (e.g., noun, verb, adjective)
- Begin to use reference materials including dictionary
- Begin to develop basic understanding of word parts (root, prefix, suffix)

### **Spelling**

- Apply basic phonetic rules in writing
- Work toward using conventional spelling in writing

### **Speaking/Listening**

- Continue to refine the ability to listen to others
- Expand vocabulary
- Gain confidence in expressing ideas verbally to peers and teachers, in both small and larger group settings
- Refine the ability to ask questions to aid comprehension in all curriculum areas
- Independently follow multi-step directions

### **Learning Looks Like This:**

During “Workboard Time,” the students work in various groupings around the room, busily attending to literacy activities. At a small table, three students are playing Boggle. Adding to the game’s challenge, the students have been asked to focus on locating words containing consonant blends. One student finds the word “fright” and describes to her teammates that the word rhymes with “bright” but has a different beginning blend. She happily records the word on her list. Two students and a teacher in the “Book Nook” are reading poetry about the weather on this very rainy day. As they browse through the basket of poems, the students put sticky-notes on two that they would like to read to the group during their morning meeting. Quietly tucked away at a corner table, a boy edits the story he created about his apple-picking adventure. He circles some words he is unsure how to spell and checks the spelling against words he has studied already, which are recorded in his personal dictionary.

At another table, a teacher works with four students. Using a graphic organizer, they map out a story they heard at the computer lab. Students choose adjectives to describe the main character and give examples to support their thoughts. Across the room, a student looks over her “Workboard Contract,” checks off what she has just accomplished, and decides what she should tackle next.

## **MATHEMATICS**

The Go Math! curriculum is the basis of mathematics teaching in the elementary program. The curriculum has numerous features which center around the idea that each child learns differently. Much like other aspects of Lesley Ellis’ curriculum, it incorporates techniques that target and address students’ diverse needs. Teachers focus on concepts and skills in great depth, while simultaneously building a foundation for the next grade level. In general, lessons begin with problem-based situations and then build to more abstract problems. Students and teachers move through a carefully sequenced program to develop deep conceptual understanding and then practice, apply, and discuss these newly acquired skills. Problem solving and application to real-life situations are emphasized and provide students with the opportunity to truly understand why they are learning these mathematical concepts.

GoMath! is aligned with the Common Core Standards (CCS), with an emphasis on its standards for mathematical practices, which are relevant at every grade level with increasing complexity. As laid out by the Common Core, students will:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

### **In Grade One mathematics, students will work toward mastery of the following learning objectives:**

- Use pictures and concrete objects as well as the “make a model” strategy to solve “adding to” and “putting together” addition problems, as well as to solve “taking from” and “taking apart” subtraction problems.
- Understand, apply, and explore the Additive Identity Property for addition and the Commutative Property of Addition
- Build fluency for addition and subtraction within 10 and beyond
- Model and record ways to put together and take apart numbers
- Use strategies for addition such as making a picture, counting on, doubles, doubles plus 1, doubles minus 1, and make a ten
- Use strategies for subtraction such as counting back, using addition to subtract, and making a ten
- Represent equivalent forms of numbers using sums and differences within 20

- Apply the inverse operation of addition and subtraction
- Count, read, write, and make models to represent numbers through 120
- Model, compare and add two-digit numbers
- Solve and explain two-digit addition word problems
- Order objects by length
- Use the Transitivity Principle to measure indirectly, and make a nonstandard measuring tool
- Tell and write times to the hour and half hour
- Analyze and compare data in picture graphs, bar graphs, and tally charts
- Create picture and bar graphs and tally charts
- Identify and describe two- and three-dimensional shapes according to defining attributes
- Compose new shapes by combining three dimensional shapes, and use composite shapes to build new ones
- Decompose combined shapes into shapes
- Identify equal and unequal parts or shares in two-dimensional shapes

**In Grade Two mathematics, students will work toward mastery of the following learning objectives:**

- Classify numbers as even or odd, and write equations with equal addends to represent even numbers
- Write 2- and 3-digit numbers in standard form, expanded form, and word form
- Describe 2- and 3-digit numbers using place value concepts and find equivalent representations of 2-digit numbers
- Find 10 more or 10 less than a given number; find 100 more or 100 less
- Compare numbers using symbols
- Apply mental strategies to find sums and differences for basic facts, as well as for 2- and 3-digit numbers
- Use various representations of addition and subtraction situations, including equations with a symbol for the unknown number
- Write equations to represent the addition of equal groups
- Use the standard algorithm to find sums and differences of 2- and 3-digit numbers, with and without regrouping
- Find the total value of a group of coins to a dollar, and write money amounts using the ¢ symbol and decimal notation
- Solve word problems involving combinations of dollar bills and coins
- Read and write times shown on analog and digital clocks, including labeling times as a.m. and p.m.
- Estimate and measure lengths using customary and metric units, and solve problems using those measurements
- Recognize the inverse relationship between the size and the number of units needed to measure a given length
- Collect and record data in tally charts
- Interpret and display data in picture graphs and bar graphs
- Identify, describe, and draw two- and three-dimensional shapes

- Identify, describe and partition shapes with equal parts that show halves, thirds, or fourths

### **Learning Looks Like This:**

A math group visits a “virtual” restaurant in the classroom so they can practice identifying the value of coins and bills and tallying their purchases. The students are excited for the chance to place their orders and pay their checks. Sitting in small groups at tables, each student has a menu, a one-dollar bill, one dollar in coins, and a receipt for recording purchases. As the students place their orders, the food server, who looks surprisingly like one of their teachers, reminds the customers to keep track of their total order. The “virtual” restaurant, like all restaurants, expects its customers to not overspend and have enough money to pay their bill! After eating some tasty items from the menu, each student is presented with a bill and must calculate the coins needed to pay for the food. The whole math group comes together at the end and the students share their strategies for choosing which coins to use and how they made sure they had enough money for their orders.

### **SCIENCE**

Science is both a highly creative endeavor, representing an important aspect of our culture, and one that provides clear benefits to humankind. Science involves a wide range of processes including posing questions, developing models, making and testing predictions, and collecting and interpreting data. It is through engaging in these processes that students strive to make sense out of the world around them. Children who are actively engaged in the practices of science begin to view it as much more than just the simple acquisition of facts. When they learn about science using many different approaches, they gain a deeper understanding of, and respect for, their world.

The goal of the science program is to connect with children’s natural curiosity and enable them to learn ‘by doing’. Focused, guided investigations, as well as time for open-ended exploration, lead to the development of age-appropriate skills and engagement in thoughtful reflection. This approach requires them to work collaboratively, think independently, experiment, and problem-solve.

Our science curriculum is developed from a wide range of sources. The curriculum is broadly aligned with the Massachusetts Curriculum Frameworks, and reflects recommendations of the American Academy for the Advancement of Science (AAAS), the National Research Council (NRC) and the Next Generation Science Standards (NGSS). We use and supplement stand alone units, such as *Science and Technology Concepts* (STC) and *Building Blocks of Science* units. In addition, curriculum materials are sourced from a diverse spectrum including The American Chemical Society, The Harvard Museum of Natural History, WGBH Teachers’ Domain, and elsewhere. The curriculum is designed to cover four areas of inquiry: life sciences, physical sciences, earth & space sciences, and engineering & technology.

In Kindergarten, students investigate the **Five Senses, Organisms & Habitats, Balls & Ramps, and Our Bodies**. In the multi-grade classrooms, topics are taught in a two-year looping cycle. Students in their first and second grade years study **Weather & Water**

**Cycle, Animal Classification, Rocks & Minerals, Nutrition, Plant Growth & Development, and Space.** During the third and fourth grade years scientific study centers around **Electric Circuits, Human Bodyworks, Microscopes, Sound, An introduction to Chemistry, and Motion & Design.**

In an effort to encourage deeper understanding of what students are learning, teachers often integrate science into other curriculum areas. Students keep science journals, make detailed drawings of what they observe, tabulate and graph data they collect, and generate questions that can lead to further investigations. In these ways, students develop an understanding that science both bridges many subjects and is highly relevant to their lives.

## **FIRST AND SECOND GRADE SCIENCE OBJECTIVES**

### **Weather & Water Cycle**

- Use rain gauges, thermometers, and wind speed and direction indicators to collect data on rain, temperature, and wind
- Tally and summarize data in order to create and analyze graphs about the weather and use this information to make predictions
- Examine the states in which water exists- vapor, liquid, and solid

### **Animal Classification**

- Develop an interest in exploring the characteristics and behaviors of animals
- Gain an appreciation for the variety of behaviors exhibited in the animal kingdom
- Recognize that humans can learn about themselves by learning about other animals
- Appreciate the knowledge gained by observing animals over time
- Understand that each type of animal has specific needs and lives in particular habitats

### **Rocks & Minerals**

- Compare and contrast the various properties of rocks and minerals, and distinguish between rocks and minerals
- Use the properties of rocks to determine how they were formed and how they might be used
- Observe and test mineral attributes such as luster, texture, transparency, hardness, odor, color, and shape

### **Nutrition**

- Understand the Food Plate concept and be able to choose appropriate foods from various groups to fill it
- Learn about what specific foods provide for our bodies, as well as the roles of exercise and rest in maintaining a healthy body
- Understand the terms: *vitamins, nutrients, fats*
- Begin to examine the food industry, processed foods, and to read food labels

### **Plant Growth & Development**

- Identify the structures in plants that are responsible for food production, support, water

- transportation, reproduction, growth, and protection
- Recognize that plants go through predictable life cycles
  - Observe, experiment and recognize the different properties of soil, including color, texture, the ability to retain water, and the ability to support the growth of plants

### **Space**

- Recognize that the sun supplies heat and light to the Earth and is necessary for life
- Identify events that have repeating patterns, ie. seasons of the year, day and night, etc.
- Gain a basic understanding of the solar system, ie. planets, stars, comets, asteroids, etc.

### **Learning Looks Like This:**

As the students enter the room, they find trays loaded with objects. The teacher asks a few students to gather around each tray, to take note of what the objects are, and to try to divide the objects into two groups. The students get right to the task, talking with each other about the items they observe. “Here’s scissors and a pair of tongs. Do they go together?” Another student answers, “I use scissors to cut stuff and tongs are for picking stuff up.” They examine the other objects on their tray: a pot holder, cheese grater, butter knife, bottle of glue, and a tin measuring cup. “Here’s another thing that cuts – the butter knife!” They decide to add in the cheese grater, too. “Then what are the other things?” asks another student, looking at the tongs, pot holder, measuring cup, and bottle of glue. “They can all hold things!” shouts an excited second grader. When the teacher checks in with their group, she acknowledges that they found a way to sort the objects into two groups, and she challenges them to find another way to sort them. They talk about attributes of the materials – how they are shaped, what they are made of, and where you might find them, and they begin the process of recategorizing.

When the students have shared their many ways of classifying the objects, the teacher opens a book in front of the class. She has covered the front of the book with a piece of paper, so the students cannot see the title. As she turns the pages, many close up images are displayed. The children begin to identify magnified parts of wings, eyes, and antennae. When the teacher asks the students what this book is all about, they know. “Insects!” they shout. The teacher gives a thumbs-up sign and begins a discussion about classification.

## **TECHNOLOGY**

Technology education at Lesley Ellis School begins in Prekindergarten with the introduction of exploratory concepts and skills. These learning experiences are built upon and developed more fully at each grade level throughout the elementary and middle school programs. Our technology curriculum guidelines ensure that there will be consistency in skill development across classrooms and that all Lesley Ellis students will attain a proficient level of technology competency by graduation.

Lesley Ellis elementary students incorporate technology into their learning experiences through SMARTboard activities, digital cameras, Lego Robotics, laptops, and classroom computers. Curriculum objectives for technology are primarily designed for integration

with other subject areas such as math, reading, and social studies. Students will receive direct computer instruction of basic operations, such as keyboarding, word processing, and printing documents.

Upon graduation from LES, students have had the opportunity to become familiar and competent with a wide range of technology tools which will help develop a positive view of using technology as a tool for learning and also form an understanding of the legal, ethical, and safety issues involved in using the Internet and online tools.

## **FIRST AND SECOND GRADE TECHNOLOGY OBJECTIVES**

### **Basic Operations**

- Use pull-down menus to interact with software
- Print a document
- Save a document
- Model inserting, ejecting, and opening CD-ROM for students
- Type letters, numbers, words, and sentences on keyboard
- Use special keys (shift, caps lock, delete, arrow keys, and return)
- Operate digital camera
- Interact with teacher-based SMARTboard lessons
- Leave computer workspace ready for next student

### **Ethics, Society, and Safety**

- Reinforce need to apply code of conduct while using technological devices
- Reinforce classroom rules for responsible use of resources
- Report inappropriate material
- Understand the use of technology in daily lives
- Conserve resources (e.g. paper)

### **Research, Problem Solving, Curriculum, and Communication**

- Create and manipulate graphics using graphic editors
- Use word processing software to communicate ideas and learning
- Restructure character format (font, size, color, style)
- Use the web to access information (sites provided by teachers)
- Use of timeline software to fit curriculum
- Follow simple Web Quests created by teachers
- Use of map-making software to fit curriculum
- Use outlining and organizational tools (eg. Inspiration)

### **Learning Looks Like This:**

First and second graders are busy putting the finishing touches on their poems. “My poem is a Cinquain about friendship,” says one child. “I wrote a Haiku about seasons,” offers another. “We are now going to write our final draft on a laptop using Microsoft Word,” announces the teacher. While using this application, students recognize words that are misspelled and learn to edit their poems. After spelling and punctuation have

been corrected to the best of each first/second grader's ability, then the fun begins – changing the font type and size, as well as inserting images that will enhance the writing they have done.

“I found just the right picture for the season of summer!” exclaims one student, “Now how do I position it below the Haiku title?” Finished poems are printed out and put together into a classroom book on poetry that will be available for all to read in the classroom library corner.

## **SOCIAL STUDIES**

Social studies is seen as a process in which students learn to understand themselves, their families, their neighborhoods, communities, and the greater world, both in current and historical perspective, while appreciating the interconnectedness between each. It is a way to investigate past, present, and future human relationships. It allows us to explore, and subsequently face, the responsibilities we have to each other and the world.

The goal of the social studies curriculum is to develop an understanding of the social, economic, and political institutions that foster our current day way of life. Students learn about the past and present from a variety of perspectives: anthropology, economics, geography, history, political science, psychology, and sociology.

The social studies curriculum builds upon itself year by year, in a spiraling manner, meant to reinforce core skills, while also increasing prior knowledge, as it repeatedly looks deeper into history and culture. In Kindergarten, students study **Families, Community, and Strong People**. First and Second Grade students explore the idea of **Citizenship, the United States, Goods and Services, Cultural Awareness**, a study of **Boston**, and focus on **Mapping**. During the Third and Fourth grade years, students study **Slavery and the Civil War Period, the Early United States, and Colonial America and the Revolutionary Period**. Mapping skills and geographical knowledge are connected to all themes and play an important role in furthering the students' understanding of the world. Because the content of social history is always changing current events are also used to help students relate the past to the present, recognize change, and hypothesize about the future.

It is our hope that the students will learn positive attitudes and the fundamental values of our society as they investigate the meanings of justice, human dignity, equal opportunity, and pluralism. It is our belief that this learning leads to a better understanding of the similarities and differences among diverse cultural, ethnic, religious, and racial groups in the world.

## **FIRST AND SECOND GRADE SOCIAL STUDIES OBJECTIVES**

### **Boston**

- Explore and study current neighborhoods (present)
- Study Boston settlement (past)

- Practice mapping as it relates to the study of Boston (neighborhoods of the city, adjacent towns and places of interest, old maps of Boston vs. current maps)
- Explore the geography and topography of Boston and surrounding areas including waterways: ocean, harbor, Charles River, original Back Bay, and the changed landscape of the city

### **Culture Study**

- Examine individuals, families, and groups from both a historical and current day perspective
- Learn about and compare/contrast native cultures from various parts of the world, including the Wampanoag of Eastern Massachusetts
- Focus on what makes a culture unique: historical events, customs, folklore, natural environment and geography
- Be able to locate and name areas of study on a map

### **Citizenship**

- Analyze the concepts of politeness, courage, reliability, honesty, and achievement as they relate to being a citizen
- Discuss what it means to embody these characteristics
- Study examples of citizens who exhibit these qualities

### **The United States: What makes a country?**

- Use the United States as a means of studying the concept of “country”
- Explore leaders, symbols, celebrations, landmarks, and places of importance
- Discuss and begin to understand the progression sequence of city/town, state, country, and continent
- Become familiar with states by region, beginning with the New England states

### **Goods And Services**

- Experience what it means to buy and sell goods
- Learn about the ideas of market and trade, on small and large scale, through classroom as well as real world examples

### **Mapping/Geography**

- Learn mapping vocabulary, including the terms *compass rose*, *cardinal directions*, *key*, *legend*, *scale*
- Create various maps of familiar and meaningful places
- Understand, read, and draw maps of places visited and studied
- Examine various types of maps, and be able to explain how maps and globes are similar and different
- Locate the North and South poles and the equator on a globe
- Be able to give examples of major geographic landforms: continent, ocean, river, lake, and mountain
- Name and identify the seven continents

### **Learning Looks Like This:**

The class has been eagerly making maps of the playground and hiding buried treasure from each other. The games they are playing link drawing, writing, logic, and many more skills necessary for understanding the making of maps. The children are as excited about their maps as they are about finding another team's treasure. A parent in the class who is a cartographer (and has heard about the children's interest in map making) volunteers to visit the classroom to talk about her job. As she displays her tools and a variety of maps, the children listen intently to what she tells them about her job as a cartographer. That afternoon, the children are given the assignment to take a careful look at the way they get to school. They are to notice buildings, parks, and other landmarks they pass on their way to school. The next morning, the children hear the story As the Crow Flies: A First Book of Maps by Gail Hartman. Through maps, the book illustrates the way animals see their world. The teacher has set out a variety of recycled materials for the children to use to make their own maps. The maps will show the route they take from their home to school. When completed, the carefully constructed maps are arranged in the hallway display case for the rest of the school community to enjoy.

### **ANTI-BIAS**

Children are aware of and affected by human differences from an early age. The Lesley Ellis School community is based on respecting and appreciating the similarities and differences found within our school and neighborhoods and throughout the world. The strong emphasis on anti-bias education promotes a sense of belonging for all students and builds a sense of connection between people.

The goal of the anti-bias program is to challenge the impact of bias on the students' social and intellectual development by helping them acquire the knowledge, skills, and attitudes necessary for respectfully living in a diverse community.

Each year the anti-bias curriculum expands on the learning done in the earlier grades, revisiting topics of understanding to provide a spiraling learning experience for the students. The curriculum builds upon itself, encouraging the students to move along a continuum from knowledge to understanding to tolerance to acceptance to respect and inclusion. Throughout all of their learning, the students are encouraged to develop and actively participate in lessons to end the cycle of bias. The anti-bias curriculum focuses on, but is not limited to, eight major areas of bias. These include **racism, sexism, heterosexism, ableism, classism, ageism, religious intolerance, and body size/shape bias**. Through direct, pro-active instruction, as well as using everyday events within the classroom and the larger world, the curriculum is integrated into all aspects of the students' school experience.

Above all, we are working to instill in the students a respect for themselves, their classmates, and their community, while providing each child with strategies for actively improving the social conditions of all of those around them.

## **FIRST AND SECOND GRADE ANTI-BIAS OBJECTIVES**

- Continue to develop conflict resolution skills and strategies to work towards resolving issues of bias on personal, peer, community, and global levels
- Study strong characters and events in literature, history, and real life connected to anti-bias issues and oppressed groups
- Gain an understanding of anti-bias terms including stereotype, minority, majority, ally, bully (vs. bullying behavior), equity, equality, inclusion, exclusion
- Understand the definition of bias
- Recognize stereotypes and bias in literature, media, and real-life events
- Develop and use anti-bias language to identify stereotypes as they are encountered
- Begin to understand that prejudice and stereotypes have negative effects on everyone
- Review advertisements for stereotypes
- Take on the role of mediator in classroom conflicts
- Begin to gain a historical perspective of racism
- Begin to recognize the power structure in the United States
- Understand that biases exist today and that students have the power to change them
- Begin to realize that one's own perspective is not necessarily the only way to see the world and that there are advantages to multiple viewpoints
- Experience unjust situations where some have an unfair advantage and begin to draw parallels between the classroom and society
- Begin to recognize how gender bias and gender roles limit our freedom of choice
- Understand and define the terms gay, lesbian, straight
- Recognize the situations and feelings of people whose life-experiences and opportunities are affected by limited physical abilities

### **Learning Looks Like This:**

Students are working in small, cooperative groups at four different tables. Their challenge is to create a structure or home that would keep them warm and dry using only the materials available at their table.

They begin to notice that the four tables have varied resources available to them. One table has newspaper and glue. The next has paper, glue, and cloth. The third table holds popsicle sticks, cardboard, paper, and tape. The fourth table has aluminum foil, paper, glue, tape, sticks, and cloth.

The students are busy beginning the task at hand. They experience a range of reactions: from feelings of frustration with their comparative lack of materials to feelings of confusion around not being able to share the materials they have with those who have less. The groups work to create functional structures, despite their frustration.

As they finish, students share their ideas with each other. Teachers pose questions to help students think about what it feels like to experience inequity in resources.

## **SPANISH**

The Lesley Ellis Spanish Program creatively immerses children into another language and culture. Spanish instruction starts in Preschool and continues through Grade 8 with students building on the knowledge previously learned each year.

Communication is the main focus of the Spanish program at Lesley Ellis. The methods that are used incorporate a combination of TPR (total physical response) and a multi-sensory approach, which accommodates a wide range of learning styles. As a result, visuals, manipulatives, and all kinds of props are used during lessons to stimulate and facilitate language learning. Spanish language is taught in a natural, stress-free setting where students progress from a receptive period, internalizing and reacting to the spoken language, to a productive phase, where they are ready to utter words and phrases in Spanish. Music, songs, games and active classroom experiences are integrated into the Spanish program regularly.

The Spanish Program also creates an appreciation for the Spanish language and the Hispanic culture. Throughout the year, students learn about Hispanic holidays, such as “El Dia de los Muertos” and “Cinco de Mayo”. Cooking projects and dancing to a variety of Latin rhythms are other ways that children are exposed to the rich Hispanic culture.

### **First and Second Grade Spanish Objectives**

- Identify and sound out letters of the Spanish alphabet
- Further develop language comprehension and vocabulary
- Follow basic directions and commands
- Be able to complete simple written exercises
- Introduction to basic grammar concepts (noun-adjective agreement)
- Develop familiarity and awareness of cultural aspects of the language

### **Learning Looks Like This**

“Ra-re-ri-ro-ru, ¿Cómo estás tu?” the students are chanting. They are playing a game where they ask each other questions, such as “What is your name?” “How are you feeling?” or “How old are you?” This activity allows them to get familiar with the sounds of the syllables and some of the consonants in Spanish. They move onto reviewing names of fruits they have learned previously by pretending to buy some fruit at a store set up in the classroom. When the shopping is done, they sing a song about fruit called, “La Cancion de las Frutas.” The teacher plays the song again and this time gives them an additional challenge of remembering the names of the fruits that are mentioned in the song. The children shout them out, one at a time, and the teacher writes the names of the fruits on the classroom board. Now they begin to describe the fruits. “Are they red or green? Are they big or small?” the teacher asks them. She then explains how descriptive words in Spanish have to agree in gender and number with the nouns. The final activity is to draw a picture of a person made out of fruits. The teacher dictates “La cabeza es una manzana grande, los ojos son uvas pequeñas.” “The head is a big apple, eyes are small grapes.” The children enjoy drawing while getting familiar with the noun-

adjective agreement. They excitedly bring their funny faces home to share them with their family.

## **MUSIC**

Music education at Lesley Ellis School stems from a belief that music is for everybody and that it is a rich aspect of daily life across the spectrum of cultures. As such, the music curriculum strives to give students the basic knowledge they need to both create their own music and understand music that they hear, including music from many cultures beyond New England and the United States. Classes are also rooted in a vision of music as essentially cooperative. Classes heighten skills of cooperation and teamwork through activities that require children to work together in small or large groups, and reinforce healthy leadership in games in which a child directs the rest of the class, including the teacher.

The music curriculum builds upon itself year by year, reinforcing skills learned in previous grades while increasing and refining students' musicality. Lesley Ellis School First and Second Grade music classes use joyous full-body movement games to help children explore musical concepts. A visitor to the classroom will see children expressing the music they hear (improvised by the teacher on various instruments) by jogging, walking, jumping into hoops or making shapes with brilliantly colored scarves. The Lesley Ellis School music program is firmly grounded in the Dalcroze Eurhythmics approach to music education.

### **First and Second Grade Music Objectives**

#### **Singing Goals**

- Sing songs in different meters, keys, genres and languages, from a variety of cultural backgrounds
- Use voices expressively in songs, chants and speech
- Develop ability to match pitches with voice
- Sing independently, maintaining good intonation

#### **Reading/Notation Goals**

- Read simple pitch notation: quarter, eighth and half notes, and quarter rests
- Use standard symbols to notate dynamics, tempo, meter, pitch

#### **Instrument Goals**

- Perform simple patterns accurately on rhythm and melody instruments
- Read and perform simple notation on instruments
- Use these concepts in playing percussion instruments and singing

#### **Improvisation/Composition Goals**

- Improvise instrumental accompaniments to songs, recordings, poems and stories
- Create movement improvisations to express musical concepts, with partners or in small groups

### **Rhythmics Goals**

- Through singing, listening and improvisatory movement games, continue to develop all musical areas covered in previous grades, with particular attention to the exploration and development of: beat (maintain steady pulse), meter (4/4, 2/4 and 3/4), phrase, duration (quarter, eighth, half, dotted half notes), staccato/legato

### **Solfège Goals**

- Through singing, listening and improvisatory movement games explore and develop kinesthetic experience of the following musical concepts: ability to recognize home note, recognize and be able to show physically scalar motion in the full major scale
- Use Kodaly hand signals to develop proficiency with the pentatonic scale and first pentachord (do-sol)

### **Critical Response Goals**

- Perceive, describe and respond to basic elements of music including beat, tempo, rhythm, meter, pitch, melody, dynamics, and phrase
- Listen to and describe music from various styles, cultures and historical periods, identifying expressive qualities, instrumentation and cultural/geographic context
- Identify sounds of a variety of instruments, from a variety of cultures
- Demonstrate good attentive listening, rehearsal, and performance skills

### **Social Skills Goals**

- Develop leadership skills through opportunities to lead the entire class and small groups
- Develop cooperation skills through games involving small and large groups

### **Learning Looks Like This:**

Students begin class by singing an upbeat song that includes such durations as quarter, eighth and half notes. The teacher accompanies them on guitar. Students then receive rhythm sticks, and students join the teacher in playing these durations on the sticks as they are spoken using a nonsense rhythm language. The teacher leads them in an echo game in which patterns of these durations are played and spoken first by the teacher and then by the students. Individual students take turns leading the group as well. The teacher leads the echo again, but as the students play back the first pattern, the teacher leads the second pattern. A true, continuous musical canon is formed as the students perform what they've just heard as they are listening to the next pattern. It's exhilarating and challenging!

When the teacher asks whether anyone can put the eighth notes in their feet, students eagerly volunteer. A student jogs lightly on tiptoes as the class speaks the duration. The rest of the class is invited to join, and the teacher begins improvising music based on eighth notes on the piano, closely following the students' tempo. The teacher asks whether anyone can demonstrate how to step the quarter notes, and students explore various movement ideas until they settle on a comfortable walk. The teacher improvises music based on quarter notes. When the music changes to eighth notes, they resume their jogging. This process is repeated for the half note durations as well. Now the music alone

leads the students, alternating between durations and creating patterns of multiple durations that the students express in their movement. Just when the students think they can predict what the music will do, it changes unexpectedly. There is laughter in the room as the music seems to go one place and then surprises the students by going somewhere else entirely! A musical cue (improvising only in the higher register of the piano) tells the children to clap and speak the patterns they hear. When the music returns to the lower register, they step it again.

Back in a seated circle, students explore ways to write the various durations they have played, stepped, clapped and spoken. They invent symbols for each duration, and individual student conductors use these symbols to lead the group in playing on their rhythm sticks. After some time, the students learn the more conventional notation for these durations and student conductors take turns leading the group using these standard note symbols.

Students end the class by returning to the song with which they started. But now they recognize the durations they have played, moved, spoken and written. They can write, speak and move these now-familiar durations and patterns of the song!

## **ART**

At Lesley Ellis, we believe that the arts can play an essential role in the process of learning. Art projects help to stretch a child's focus and attention, develop fine motor skills, and strengthen cognitive skills such as problem solving, matching form to function, decision making, and logical thinking. It provides students with a powerful means of self-expression, a way to share one's imagination and observations, to convey a feeling and thought. Arts nurture a sense of belonging and foster a sense of individuality. They also provide students with an important means of self-assessment and a creative tool to communicate knowledge and learning. Through the arts, children internalize the value of persistence, believing in one-self and others, and that mistakes are not forever. Art is integrated into many subject areas during the school day, and students also work in the studio with an art specialist during the week on a variety of visual arts media and techniques.

Art classes at Lesley Ellis School focus on the individual child as well as cooperative learning. Participating in a wide range of art experiences allows children to express themselves successfully while developing and utilizing higher level thinking skills involving both critical and creative thinking. We focus on developing imaginative and innovative art techniques through the skillful use of a variety of media and tools. We work hard to create a continuous learning environment in which each student develops a positive self-image through a variety of learning experiences and artistic activities.

At Lesley Ellis, the art curriculum allows our students to analyze and evaluate their own individual artistic endeavors and the work of other artists, through integrating arts into other subject areas in the curriculum and to leisure time. We also help broaden an

appreciation and understanding of arts that are relevant to students' lives, experiences, and cultures.

## **First and Second Grade Art Objectives**

### **Methods, Materials, and Techniques**

- Enjoy exploring and experimenting with a wide range of art materials and techniques, ie. crayons, chalk, paint, clay, oil pastels
- Use a variety of materials and media and understand how to use them to produce different visual effects, ie. various kinds of papers, textiles, and yarns
- Create artwork in a variety of two-dimensional and three-dimensional media, ie. 2D: drawing, painting, collage, printmaking, weaving; 3D: malleable materials such as paper and clay, wood or found objects for assemblage and construction
- Learn to take care of materials and tools and to use them safely

### **Elements and Principles of Design**

- Explore and experiment with the use of color in dry and wet media
- Identify primary and secondary colors and gradations of black, white, and gray in the environment and artwork, ie. students mix light and dark values of colors or predict the results of overlapping and blending primary colors
- Explore how color can convey mood and emotion
- Explore the use of line in 2D and 3D works
- Identify a wide variety of types of lines in the environment and in artwork
- Explore the use of textures in 2D and 3D artwork, ie. smooth, rough and bumpy
- Identify a wide variety of types of textures in the environment and in artwork
- Create representations of textures in drawings, paintings, rubbings, or relief
- Explore the use of shapes and forms in 2D and 3D works
- Identify simple shapes of different sizes in the environment and in artwork
- Explore the use of patterns and symmetrical shapes in 2D and 3D works
- Identify patterns and symmetrical forms and shapes in the environment and artwork

### **Observation, Abstraction, Invention, and Expression**

- Create 2D and 3D artwork from direct observation, ie. still life, action studies, sketches of a classroom pet
- Create 2D and 3D artwork that explores abstraction, ie. a student simplifies an image by making decisions about essential colors, lines, or textures
- Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy

### **Drafting, Revising, and Exhibiting**

- Select artwork created during the year and discuss them with a parent, classmate, or teacher

- Explain how a piece of work was made and why it was chosen for discussion, ie. a student chooses a painting and tells how she mixed the colors and the decisions she made in the process of creating

### **Critical Response**

- In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory), and identifying kinds of color, line, texture, shapes, and forms in the work
- Classify artworks into general categories, such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film

### **Learning Looks Like This:**

Students are learning about the artist, Henri Matisse, as the teacher shows images of his work. They view his early line drawings and progress to his “cut out” period. “Did you know that Matisse was an older man at this point in his life and was confined to a chair or bed?” points out the teacher. She holds up a large photo of Matisse as a warm, bearded, old man, surrounded by paper cutouts and color in his studio. The class begins discussing the colors and shapes they see in his work, as well as the techniques he used in the cutting process. The teacher explains that Matisse felt that he was drawing with scissors and sculpting with color.

The children begin to pick construction paper in a variety of colors. They are challenged to think of everyday images in their minds. As they begin cutting, children see shapes that suggest trees, animals, people, and flowers emerging from the construction paper each child is holding. The shapes are then glued onto large sheets of paper, children eagerly explaining the best position on the page for each one. While the students are creating their collages, they chat together about all they have learned about Henri Matisse, asking about where he lived and his amazing early use of color and line. The final art pieces are framed and placed on the wall for discussion time. Students choose elements from each piece, discussing what they like or find interesting about them.

## **PHYSICAL EDUCATION**

Physical Education at Lesley Ellis provides opportunities for all types of learners to be successful. Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. Physical Education develops the student’s motor skills and hand-eye coordination through a variety of skill concepts.

At Lesley Ellis developing the fundamental movement patterns is the primary focus in Kindergarten Physical Education. Students are introduced to basic locomotor and non-locomotor skills and concepts, as well as spatial awareness. Students are introduced to basic physical changes that occur as a result of physical activity.

In first and second grade, students demonstrate mastery of basic locomotor and non-locomotor skills while performing in changing conditions and expectations. Students

progress towards mature form in complex manipulative skills, such as foot dribble and throwing. They are able to sustain physical activity for longer periods of time and have a deeper understanding of the benefits of physical activity. Students work independently and in small groups.

In third and fourth grade, students seek to improve their motor skills by applying movement concepts while performing motor skills. Students work on body management skills in game-like settings, and specific sports skills are also emphasized. The four components of physical fitness are introduced. Students participate in physical activities successfully in a group and individually.

### **First and Second Grade Physical Education Objectives**

- Demonstrate appropriate form in locomotor skills: walk, run, leap, horizontal jump, vertical jump, skip, hop, gallop and slide
- Demonstrate appropriate form in object control skills: underhand throw (toss), overhand throw, catch, hand dribble, foot dribble, kick and strike (batting, forehand)
- Demonstrate the ability to perform nonlocomotor skills: bend, stretch, rock, roll, curl, twist, turn, push, pull, swing, sway and land
- Demonstrate good posture while walking and standing.
- Demonstrate good posture while lifting, carrying, pushing, pulling and sitting
- Demonstrate appropriate form in falling-landing-rolling (e.g., landing, forward shoulder roll, backward shoulder roll)
- Demonstrate appropriate form in selected balances, dynamic upright, static upright, inverted
- Demonstrate mature form in selected vaulting and rope jumping skills
- Demonstrate mature form in selected twisting and turning skills
- Travel in forward, sideways and backward directions and change direction quickly and safely
- Apply prior knowledge as cues for learning new skills
- Follow game and participation rules independently and demonstrate fair play

### **Learning Looks Like This:**

A class of first and second grade students enters the gym for their P.E. class. Today's lesson is designed for the students to create a new game using some type of manipulative. When creating the game, the students have to show a progression by making an addition or change to the game. As they enthusiastically set off in their groups, one student says, "Let's all share our ideas first and then decide which idea works the best." The lesson is designed to allow students to be creative and collaborative, exemplifying two of Lesley Ellis's core values.

Each group selects a variety of manipulatives and then sets to work on the task of creating a game around them. One group, which has chosen three yellow cones, two Frisbees, and a rope, begins spontaneously brainstorming all of the games they know in

which these types of items are used. “Hey, you know that ultimate Frisbee game where you have to hit stuff with the Frisbee?” Another adds, “Yeah, and the rope is like what you use in tug-of-war!” They soon start to figure out how to incorporate all of their chosen items into a new game of their own making. Two students stretch the rope out into a straight line between two of the cones, a third puts a cone at the “start” far from the line created by the rope and cones. Another student explains that the idea in their game will be to throw a Frisbee toward the rope line without going over. The students are excited to share their game with the other creative teams.

## **HEALTH AND WELLNESS**

The health and wellness curriculum is designed to teach fundamental health concepts, promote healthy habits, and foster healthy individuals and relationships. We see health as a holistic subject, incorporating physical health, social and emotional health, safety and prevention, and ecological and community health. At Lesley Ellis, these areas of health overlap with and are integrated throughout our physical education program, our anti-bias curriculum, our science curriculum, and our social-emotional work within each classroom.

The objectives below, which grow in a developmentally-appropriate manner from Kindergarten through Grade 8, include those skills not specifically taught within other subject areas.

### **First and Second Grade Health and Wellness Objectives**

- Understand the concept of the “Food Plate” and healthy portions (as covered in the Grade 1/2 Science curriculum)
- Demonstrate examples of good self-care (including frequent hand washing, teeth brushing and flossing, getting enough rest and sleep) and understand why all are important to good overall physical health.
- Begin to understand germs and disease and how the body fights them naturally
- Understand how to treat minor cuts and wounds safely
- Learn about the importance of safety gear
- Understand gun safety (what to do if a gun is found or if someone is playing with a gun)
- Practice actions and language that can keep us safe in situations that might feel unsafe (stranger danger, physical risks, etc)
- Identify community safety workers and understand their role (police, firefighters, EMTs) and understand when and how to use 911
- Begin to think about how our personal choices in caring for the earth can affect the larger community

### **Learning Looks Like This:**

One afternoon in first and second grade, a teacher demonstrates a good hand washing technique as he quietly sings the alphabet - the end of which signals him to dry his hands and shut off the water. The students talk about what they think might be happening to the

germs on their teacher's hands. He asks the students why people use soap, which inspires many answers; one child loves the scent, another says it's because his mom wants him to be clean, and a third child says that she likes how it feels smooth. The teacher follows this line of thought and talks about how the soap helps the germs slip off a person's hands.

After this discussion, students are paired off and given instructions to either wash their hands thoroughly, rinse their hands, or not wash at all. Each group then receives a slice of bread, and touches the bread with either their unwashed, rinsed or washed hands. The bread is placed in a labeled bag, spritzed with a little water, and left to grow.

Students develop hypotheses and draw what they think the three types of slices will look like in a week. As they grow mold, students learn how bacteria and mold are related.

After a week, students study the slices, make observations, and compare with their hypotheses. How do the slices touched by unwashed and rinsed hands compare to those touched by well-washed hands? After a healthy round of "That's disgusting!" and "Ick!" the teacher pulls the students together to talk about what they learned about from the experiment. He reminds students that while germs can be "icky" our bodies are designed to ward off illness and disease most of the time, but that simple hand washing can help it out a lot!

## **SOCIAL AND EMOTIONAL LEARNING**

Through a variety of means such as proactive guided conversations and ongoing practice within a safe environment, elementary students at Lesley Ellis are encouraged and challenged to build their knowledge of and appreciation for themselves and each other. Students at Lesley Ellis are supported as they continue to construct a deep understanding of themselves as individuals including likes and dislikes, preferred modes of learning and useful strategies, as well as personal challenges and inspirations.

By strengthening their knowledge of themselves, students are more able to interact in meaningful ways with their peers. Classrooms are carefully set up to encourage students to work and play as members of a community; students understand that at school disagreements are discussed and collaboration is valued. Each classroom has a weekly meeting in which students focus on intrapersonal and interpersonal skills in a flexible way that adjusts to fit their developmental needs. Classroom teachers are adept at not only tuning in to areas of difficulty for the group or individuals at a given time, but also in initiating critical discussions in a more proactive way. Students' social and emotional learning is bolstered by both the anti-bias curriculum and the health curriculum, allowing students to approach these relevant topics from various vantage points and sending them the message that this type of learning is significant as they approach many areas in life.

### **Intrapersonal Objectives**

- Understand and identify own feelings
- Manage and express feelings appropriately
- Understand the difference between thinking, feeling and acting

- Distinguish between a *want* and a *need*
- Develop a positive sense of identity
- Demonstrate a positive attitude toward work and play
- Suggest appropriate solutions to problems
- Seek adult support when appropriate
- Participate in classroom discussions
- Develop leadership skills
- Demonstrate a willingness to try new things
- Take risks in the process of learning
- Make independent choices
- Display perseverance
- Adjust to classroom routines; adapt to changes in routine
- Acknowledge redirection
- Demonstrate pride in accomplishments

### **Interpersonal Objectives**

- Listen attentively to others and demonstrate active listening
- Participate appropriately in class discussions
- Show a willingness to share and take turns
- Strive to view a situation from multiple perspectives
- Demonstrate respect and kindness toward classmates, teachers, and materials
- Strive to balance one's ability to initiate and support others in both social and academic endeavors
- Actively practice peaceful conflict negotiation skills