



# **A Year in the Life of a PS11 First Grader\***

\*The staff of PS11 has carefully planned for this coming school year. However, all great educators understand that even the best made plans need to be reflected upon, and edited depending on the needs of the students at any given time. While we do not imagine the scope of this year to be drastically different than we have planned, this guide should be considered a framework, rather than a specific and exact plan. We try to keep these pages as up to date as possible, but typos are inevitable. If you see an error, please send an email to [ps11slt@gmail.com](mailto:ps11slt@gmail.com). Thank you. *Updated 8/2016*

# A TYPICAL DAY IN FIRST GRADE AT PS11

## Welcome to First Grade

**School starts at 8:50 every morning-** Students who wish to eat school breakfast will be allowed to enter the cafeteria at 8:30am. First grade parents and guardians will NOT be permitted to accompany their children to the cafeteria. All other first graders will enter through the playground.

Each daily schedule looks different due to scheduling but all periods run the same length of time. Depending on unit foci, outside programs and classroom goals, studies may change. Students will have math, reading and writing every day.

### Sample Daily Schedule for First Grade

8:45	Arrival (students go to classrooms from playground)
8:50-9:27	Morning Work/Morning Meeting/Word Study
9:27-10:20	Reading Workshop
10:20-11:15	Writing Workshop
11:15-11:22	SNACK
11:22-12:22	Math Workshop
12:22-1:24	Lunch/Recess
1:24-2:16	Special Class ( <i>Music, Gym, Theatre, etc.</i> )
2:16-3:08	Social Studies/Science
3:10	Dismissal (pick up students at the bottom of the stairs at the main school entrance).

## **General Information**

### **Lunch and Recess**

First grade students eat lunch before going outside for recess. During recess, teachers, coaches and school aides monitor students. First Graders will also be assisted by our Fifth Grade Lunch Leaders. Both organized activities and free play options are offered. If the weather is cold, be sure to dress your child appropriately, as students go outside all year round, even in colder months.

### **After School Program**

*Students registered for the PS 11 After School Program* will be escorted to the cafeteria at 3:10pm by their classroom teacher. Students registered at other after school programs will be picked up by program employees in designates areas.

### **Late Arrival**

All students arriving late for school (AFTER 8:45am) will enter through the main entrance (eastern set of doors) on 21st Street and must wait in line in the cafeteria to obtain a late pass, before going upstairs to their classroom. Late students will not be permitted to enter a classroom without a late slip. Family members are not permitted to escort students to classrooms.

### **Late Pickup**

Parents or guardians who arrive late (AFTER 3:10pm) for dismissal will find their child in the Main Office on the second floor. As there will not be staff members available to supervise children, if the Main Office is unable to contact you, your child may be taken to the NYPD 10th Precinct on West 20th Street.

# LITERACY CURRICULA

PS11 employs a research-based reading and writing curriculum developed by Teachers College Reading and Writing Project at Columbia University. The teacher-educators from this research and staff development organization are involved in long-lasting collaborations with teachers across the world. The Project has a deep and enduring affiliation with six hundred schools, and develops ideas that are foundational to literacy instruction. PS11 staff members attend Teachers College a few days each year for specific professional development seminars. In addition, PS11 has a dedicated staff developer who visits throughout the year to further the school's professional practice

*For more information on TCRWP, please visit their website: <http://tc.readingandwritingproject.com/>*

## READING CURRICULUM

In first grade, students tend to make great strides in their reading, which is truly exciting for them. First grade focuses much of their reading instruction on tackling tricky words, making predictions, learning to infer, reading with expression, fluency, feeling and making connections to the plot and characters in their books. First grade works heavily on reading partnerships, being able to have meaningful conversations with others and acting out the books they are reading. First grade also works deeply on reading comprehension and having students truly understand the meaning of their books. All students practice reading skills in authentic trade books which they choose based on their reading level. Anthologies or textbooks are not used in the classroom for student reading.

### **Assessments**

We use a multitude of assessments to make sure we are constantly aware of where your child is performing and how we can best serve him/her.

**Formal Running Records:** As determined by Teacher's College, we use leveled books and in-depth questions to determine a child's reading level. A child reads a book one on one with the teacher, retells the story, and answers both literal and inferential questions. Determining a child's reading level is based on reading accuracy, reading rate (words per minute) and comprehension.

**Conferences/Informal Running Records:** Teachers hold individual conferences with students as often as possible. Conferences are specific to each child and focus on their need of skills and strategies. During conferences it is common that a teacher will keep an

informal running record. This is to ensure that students are constantly being pushed in their ability and are increasing their reading levels as needed.

**Spelling Inventory:** This assessment is administered three times a year: September, January and May. It is a list of spelling words that test students' knowledge of spelling patterns. This spelling inventory determines where a student starts, and continues working, during their word study time.

**Word ID List:** There are 8 levels of word ID lists. Each list contains a set of the most common words found in leveled books. Students are required to master 23 out of 25 words on each list to move on. When a student has mastered all 8 lists, they proceed onto phrase cards and more challenging words.

## Units of Study in Reading *(subject to change)*

Unit 1	<i>Readers Build Good Habits</i>
Unit 2	<i>Word Detectives Use All They Know to Solve Words</i>
Unit 3	<i>Learning About the World Non-Fiction Reading</i>
Unit 4	<i>Readers Get to Know the Characters in Books</i>
Unit 5	<i>Readers Have Big Jobs</i>
Unit 6	<i>Meeting Characters and Learning Lessons</i>
Unit 7	<i>Non-Fiction Reading Book Clubs</i>

### **Unit 1: Readers Build Good Habits**

In this unit children will build on reading habits they use to help them at the beginning, middle and end of books. They will then work on solving tricky words they encounter in books and finally, develop ways to read with partners.

#### **Unit Outcomes:**

- I can be persistent to read long and strong.
- I can be gritty in solving tricky words.
- I can work hard with my partner.

### **Unit 2: Word Detectives Use All They Know to Solve Words**

In this unit, children will begin to read more complex text. They will tackle these tricky words by strengthening their decoding skills such as monitoring for meaning, cross-checking and using visual information as well as increase their high frequency word recognition.

#### **Unit Outcomes:**

- I can be gritty in solving tricky words.
- I can read fluently.
- I can work hard with my partner.

### **Unit 3: Learning About the World Non-Fiction Reading**

In this unit, children will learn about nonfiction topics through reading information books. They will learn ways to deepen their comprehension by paying close attention to text features (e.g., section headings, diagrams and pictures) and learning strategies to figure out new, content-specific vocabulary. Partner work will focus on sharing new information and asking and answering questions about nonfiction topics. Children will learn ways to read like a teacher – reading with feeling and sounding like an expert!

#### **Unit Outcomes:**

- I can read fluently.
- I can be gritty in solving tricky words.
- I can learn information from all of the parts of my nonfiction book.
- I can work hard with my partner.

### **Unit 4: Readers Get to Know the Characters in Books**

In this unit children will learn strategies to get to know their characters as well as they know their friends. They will describe what characters are doing in their books, work with partners to think and talk more like their characters, and act out different parts of their books in book clubs. To wrap up the unit, children will perform parts of a book for their classmates.

#### **Unit Outcomes:**

- I can be gritty in solving tricky words.
- I can use pictures and words to get to know my character.
- I can work hard with my book club.
- I can read fluently.

### **Unit 5: Readers Have Big Jobs**

In this unit children will use all that they have learned in reading so far this year, but in a more independent way as they become their very own boss of their reading! Children will take charge of their own reading by using problem solving skills and strategies to read more complex texts with accuracy, comprehension, and fluency. They will learn to stop at the first sign of trouble in their books and demonstrate grit to work through these challenges.

#### **Unit Outcomes:**

- I can be gritty in solving tricky words.
- I can read fluently.

- I can make sure I understand the book that I'm reading.
- I can work hard with my partner.

### **Unit 6: Meeting Characters and Learning Lessons**

In this unit children will build on fiction reading skills to develop a strong literal understanding and begin to grow ideas about characters and lessons learned. Children will use all they know about story elements (plot, setting, character, problem and solution) to identify important parts of their texts and to be able to retell what they have read. As children investigate characters, they will think about how characters feel and why these feelings change. They will also consider the big problems in a story, how they are solved and what lessons characters may have learned along the way.

#### **Unit Outcomes:**

- I can work hard to understand the big important parts of my story.
- I can grow big ideas about my character.
- I can think and talk about the big life lesson.
- I can work hard with my partner.

### **Unit 7: Non-Fiction Reading Book Clubs**

In this unit children will learn to read across a variety of texts to gather information about a topic. They will become an expert by identifying what a book is mostly about as well as compare and contrast information with other books on the same topic. Using the information they learned, they will grow new ideas of their own and be able to share those ideas with others.

#### **Unit Outcomes:**

- I can read fluently.
- I can be gritty in solving tricky words.
- I can learn information from different kinds of books about my topic.
- I can gather information across many books to learn about my topic.

You will receive more in-depth information about what each unit entails during the beginning of year grade breakfast, and through monthly newsletters.

## Reading Curriculum Terminology

**Shared Reading:** Shared reading is when the teacher uses an enlarged text to teach skills and strategies. Skills and strategies are based around self-monitoring for meaning while reading, accumulating information, developing thoughts around the big ideas and making connections to what we already know about the world and ourselves. The text is enlarged so students can see and follow along in the learning process. Texts may include letters, short stories, poems, advertisements, newspaper articles, songs or non-fiction materials.

**Read Aloud:** Reading aloud exposes children to books on and beyond their current reading level. This enables children to enjoy and appreciate the world of literature, while giving them a glimpse into their future reading lives. It is a way to expose children to cultural and social issues that they are faced with daily. This exposure leads to rich conversation and reflection about both the literature and important worldly topics. Reading aloud is typically done in a whole class setting with time set aside for partnership discussion.

**Guided Reading:** Guided reading instruction happens with students reading at the same reading level. This time is used to introduce a set of skills necessary to move on to the next reading level. This instruction incorporates strong teacher support as students become comfortable navigating more difficult texts. Teacher supports include strong book introductions, vocabulary exposure, tools to support students with new reading skills and in-depth book discussions.

**Strategy Group Instruction:** This is a time when the teacher works with a small group of students with the same needs. These students may not be on the same reading level but they need the same work with specific readings skills and strategies. Here students are taught strategies to practice right then and there. They work within their own books so the work is authentic. Discussions ensue about the usefulness of the strategy and how it can be incorporated into further learning. Often students set goals during this time for how they will practice this strategy in their future reading. Based on need, strategy groups are commonly held 2-3 times on the same strategy so that it becomes a natural tool for the student to use while reading.

**Independent Reading:** Independent reading is the time of reading workshop when students are reading books on their **appropriate reading level**. It is crucial students spend this time (in school and at home) in their 'just right' books because this is when they practice their skills and comprehension. Students select their "just right books from the classroom library. Students are expected to build up stamina so they are reading for about 25 minutes at a time. Students create reading plans to set goals and keep them on task throughout the week. Reading plans are to be filled out at the end of each reading session (both in school and at home).

**Reading Plans:** Each individual student creates a reading plan each week. This plan is specific to each child and the layout varies depending on the types of books students are reading. One day each week, students book shop for new books. At this time, they plan out how many books/pages they will be reading each day, both in school and at home. This is a way for students to create reading goals for themselves and helps to increase stamina, responsibility and accountability. By the end of the week, each child is responsible to complete his/her reading as planned. If they are unable to finish their reading during a designated time, it is up to them to find the time to make it up. This process can be difficult in the beginning of the year and it is great if you can support them with their plans; as time goes on however, they will become independent in the process.

**Word Study:** First grade uses two word study programs. One is a program called Words Their Way. It is a word study program that teaches students letter sounds with an emphasis on vowel sounds and patterns, diagraphs and blends, complex consonants and prefixes and suffixes.

Students are given a spelling inventory 3 times a year to assess their initial placement in the words their way program and teachers will assess their progress throughout the year. Each week students are given a set of words. These words are based around a spelling pattern/rule, i.e. long vowel sound 'e' can be 'ea' 'ee' or a word that ends in 'e' (CVC-e; here). Students read through these words with the teacher on Day 1 and discuss the patterns they see. On Day 2, the teacher reads through an overhead story and students find words that match that week's rules. Students then independently sort their words into categories.

On Day 3, students sort their words and then go on word hunts through their reading and writing work. They find and/or fix words in their work with the same spelling patterns. On Day 4, students sort their words and challenge a friend to develop fluency in identifying sounds and spelling patterns simultaneously. Finally, on Day 5 students sort and glue their words into their books. Some teachers test students on their word work words while others will review them at a later time by returning to the section.

The second word study program is Foundations. Students who need increased support in word work will receive Foundations. Foundations is a phonics program which works intensely on mastering letter sounds, vowel patterns, diagraphs, blends and decoding and encoding words. Students will work in small groups and receive a new letter sound, blend or diagraph each day. They will get direct practice with these sounds and work on reading and writing them in their Foundations Student Notebooks. They will also work on handwriting and will learn about the worm, grass, plane and skylines and how they can help you write your letters correctly.

# WRITING CURRICULUM

Students will continue the technical aspects of letter formation, punctuation and sentence structure throughout first grade. What is exciting, however, is that they will truly become writers this year.

## Writing Assessments

**On-Demand Writing Pieces:** At the beginning and end of each unit, students write an on-demand piece of writing. They are given 45 minutes to complete a story in the genre of study. This gives teachers both a baseline and final assessment of student writing and learning. On-demand pieces are evaluated using the Teacher's College Narrative Continuum. This is a continuum of writing techniques used to measure where students are performing, how students are progressing, and what teachers should focus on to push students to the next level.

**Conferences:** Teachers hold individual conferences with students as often as possible. Conferences are specific to each child and focus on their need of skills and strategies.

**Spelling Inventory:** This assessment is administered three times a year: September, January and May. It is a list of spelling words that test students' knowledge of spelling patterns. This spelling inventory determines where a student starts, and continues working, during their word study time.

## Units of Study in Writing *(subject to change)*

The students will be studying the following *I Can Statements* over the course of the year. The strategies children will learn that correlate with each I Can statement will change depending on the genre the students are studying. By having the same *I Can Statements* all year, the children are going to be able to see clear connections between each unit.

- I can plan and organize my writing in a meaningful way.
- I can elaborate on my writing.
- I can make my writing readable.
- I can behave like a writer.

## **Unit 1: *Small Moments***

In this first writing unit of first grade, children will learn to write personal narrative stories about small moments in their lives. They will be reintroduced to the writing process: choosing an idea, planning their writing by sketching their stories across pages of a booklet, storytelling aloud to rehearse the words they will write, and revising to add more details to bring their stories to life. They will learn that their lives are filled with stories they can write, and they can bring those stories to life through adding dialogue, feelings, and actions. Toward the end of the unit, children will study familiar storybooks in order to try out craft moves from favorite authors. As with all writing units, the students will choose the writing piece they feel reflects their best work and revise, edit, and publish the piece of writing to share with the class.

## **Unit 2: *Writing How-To Books***

In this unit, students will be teaching how to do and/or make something they are an expert on. They will begin by brainstorming a list of things they know how to do very well, like make a peanut butter and jelly sandwich, brush their teeth, make their bed. They will use diagrams and sequence words to teach detailed step-by-step instructions that a reader can follow and recreate. Students will learn how to elaborate by breaking down big steps into tinier ones. In addition, they will learn how to include need-to-know information, tips, advice, and warnings.

## **Unit 3: *Non-fiction Chapter Books***

In this unit, students will discover that they are experts on many different topics and will teach other people about the world around them! They will create multiple information chapter books about many different topics of interest. Students will practice planning and organizing information, naming a topic, stating facts using text elements, elaborating by researching their topic, and providing closure. Students will be self-assessing and revising their books. They will support one another through partnerships in order to share information, ask questions, and provide more information about the topic.

## **Unit 4: *Writing Reviews***

In this unit, children will write reviews about places and things they know well to try and convince others of their opinions. We will begin this unit by bringing in our own special collections, writing about which item in our collection we think is the best, and including specific defenses for those judgements. Throughout the rest of the unit, children will write reviews about toys, restaurants, video

games, apps, books, etc. They will learn ways to elaborate in their reviews and support their opinions by including multiple reasons and examples, making comparisons, and giving recommendations. Partner work will focus on structure to make reviews better organized and to include more persuasive language to help convince readers.

### **Unit 5: *Poetry and Songs***

In this unit, children will explore language and craft moves as they write poems and songs. We will spend time analyzing and interpreting poems from our poetry anthologies, specifically thinking and noticing techniques that mentor poets use to make their poems strong. We will encourage children to think about their everyday life experiences, important life events, and things that give them big feelings to write their own poems. Children will make observations and use their senses to bring their poems to life. They will elaborate by using repetition, similes, metaphors, descriptive language, and imagery.

### **Unit 6: *From Scene to Series: Writing Fiction***

In this unit, children will expand on their narrative writing skills they worked on in their small moments with a significant change: This time they will CREATE new fictional stories! Instead of writing about their own lives, children will develop a character, establish complete plot lines and place them in a specific setting. Children will write multiple stories about one character to make them the star of their very own series! They will learn to use a variety of elaboration techniques to show, not tell: dialogue, internal thinking to show character's feelings, actions and gestures and setting description. Children will also use what they notice from some of their favorite authors to add onto their stories.

### **Unit 7: *Writing Like Scientists***

In this unit children will learn to write like scientists by performing science experiments as a class and recording the information they observe and learn. Students will ask overarching questions, outline procedures, and document observations and findings to teach others. Students will transfer all that they have learned about informational writing throughout the school year to make their writing clear, detailed, and ready for other scientists to learn from!

## Writing Curriculum Terminology

**Writing Workshop/Independent Writing:** Each writing period will start with a mini-lesson from the teacher. During this time the teacher will instruct the whole class on a writing technique that is not just appropriate to that unit of study, but to their life as a writer. Students will have the opportunity to engage this skill while still in a whole group; this is an opportunity for them to try it out before working independently.

Independent writing is the time when students are working on their own stories. Students work within specific genres, but each individual student generates his/her own ideas. The writing process is a major focus in first grade. Students are taught to brainstorm ideas, test a few of those ideas out (by planning to see if there is enough information for a story), draft a story, revise and edit that story and publish their writing into a final piece. Focusing on this process teaches students to plan, organize and maintain focus on one idea. In first grade, students become true writers.

**Shared Writing:** Shared writing is when the teacher and students create a writing piece together. During this time, the students generate the ideas and sentences, while the teacher does the physical writing. It is a time for students to practice writing skills as a whole class with teacher support. Shared writing emphasizes both skills recently learned and those skills that should be used consistently in their life as a writer. It is a piece that can be referenced as an example during their independent writing time.

**Interactive Writing:** Interactive writing is when the teacher and student share the pen. This means that instead of the teacher doing the writing, the students hold the marker and do the writing. If teacher support is needed during the letter formation process, a hand-over-hand procedure will be used. Often the ideas/sentences are teacher generated, however, depending on the level of students, and the topic at hand, it can be jointly created with students.

# MATHEMATICS CURRICULUM

The PS11 math curriculum is designed around the Common Core Math Standards and is taught through a constructivist philosophy intended to develop critical thinkers and problem solvers through a deep understanding of mathematics.

Our curriculum integrates many programs and is designed to:

- Support students to **MAKE SENSE OF MATHEMATICS** and become mathematical thinkers
- Focus on **COMPUTATIONAL FLUENCY** with whole numbers
- Provide substantive work in areas of rational numbers, geometry, measurement, data and early algebra **AND MAKE THE CONNECTIONS AMONG THEM**
- Emphasize **REASONING** about mathematical ideas, **CONSTRUCTING** arguments, and **CRITIQUING** the thinking of others
- Using appropriate **TOOLS** and **MODELING** with mathematics

Our curricular resources are compiled from many different, research-based math programs to ensure that we are addressing all the common core standards and the diversity of student learning in the richest way possible. We draw our resources from TERC Investigations, Houghton Mifflin's Math in Focus, Singapore Math and Contexts from Learning. We also reference units of study written by New York and Georgia. The *Common Core State Standards* can be found online at <http://www.corestandards.org/the-standards>

## Shared Math

Students will practice how to independently solve mathematical story problems, organize and explain their mathematical thinking using a variety of strategies. They will routinely self-assess their work as they continue to explore higher-level mathematical concepts and strategies throughout the year.

## Small Group Instruction

Teachers work with small groups of students based on their needs as mathematicians. Instruction may be focused on revisiting concepts or strategies, reviewing the day's lesson, or an extension of the current unit's work.

## Math Journal Tasks

Journal tasks provide students with opportunity to organize, clarify and reflect on their thinking while also developing key mathematical skills, concepts and understandings through problem solving.

They also address the 8 Common Core Standards For Mathematical Practice.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Mathematics Assessments

Several comprehensive assessments are used to track Students' math performance. These assessments allow the teacher to determine how to best support a student's progress.

**Pre- and post-assessments:** Students are given an assessment at the beginning and end of each unit. These assessments test students' understanding of unit benchmarks. The purpose is to gauge prior knowledge and mastery. Based on this assessment a teacher is able to adjust the curriculum, plan for small groups and individual instructional time in order to provide support and/or enrichment. Students are not expected to know what they are being tested on at the beginning of a unit; so if no skills are mastered, don't worry! At the end of the unit, the assessment is administered again. Based on the assessment, teachers will continue to work with small groups of students on areas that need continued support.

**Curriculum-Based Assessments:** In an effort to continuously assess each student, quick interim assessments and/or exit tickets are given throughout the unit to test students' mastery.

**Fact Fluency Assessment:** Four times a year, students are given timed addition/subtraction and multiplication/division sheets with 4 problems per specific fluency skill set. This is a way to gauge a student's mental mastery of one- and two- digit addition and subtraction facts. Benchmarks and at-home strategies are provided in student's portfolios during the first parent-teacher conference.

## **Units of Study in Mathematics** *(subject to change)*

### **Unit 1: Sums and Differences to 10**

In this first unit of first grade, students make significant progress towards fluency with addition and subtraction of numbers within 10. Students move from the addition strategy of *counting all* to *counting on* (e.g., starting with the larger addend and counting up). And they move away from drawing all and crossing off for subtraction to *counting back*. Story problem work centers around unknown change problems and writing matching equations (e.g.,  $5 + \underline{\quad} = 7$ ). Students review the meaning of the equal sign, and learn how to decipher true and false addition and subtraction statements. Students also practice composing and decomposing numbers within 10 (e.g., adding 2 and 3 to make 5; breaking 5 into 2 and 3).

#### **Unit Outcomes:**

- I can use addition and subtraction to solve word problems involving add to - change unknown.
- I can use addition and subtraction to solve word problems involving take from - change unknown.
- I can use commutative to help me solve addition problems.
- I can understand how counting up is like adding and counting down is like subtracting.
- I can tell if addition or subtraction number sentences are true because I understand what an equal sign means.

### **Unit 2: Place Value, Addition & Subtraction within 20**

Unit 2 serves as a bridge from students' prior work with problem solving within 10 to work within 20, as students begin to solve addition and subtraction problems involving teen numbers. Students go beyond the strategies of counting on and counting back as they learn more advanced strategies - using facts they know (e.g., plus/minus 1, combinations of 10, 10 plus a single-digit number) to solve addition, subtraction and missing number problems. Students will be introduced to place value, the understanding that teen numbers are made up of a group of 10 and some 1s. Story problem work will center around missing part story problems and story problems involving adding number strings (more than two addends).

#### **Unit Outcomes:**

- I can use addition and subtraction to solve word problems involving put together/take apart: addend unknown.
- I can solve word problems where I have to add 3 whole numbers.
- I can use addition facts (associative) I know well to help me solve problems where there are more than two numbers.

- I can use what I know about addition facts to help me answer subtraction fact problems.
- I can add facts within 20.
- I can subtract facts within 20.
- I can figure out what a missing number is in an addition or subtraction problem.
- I can show that any number between 11 and 19 is a group of "ten" and a certain number of ones.

### **Unit 3: Place Value, Addition & Subtraction within 100**

In this unit, children will be able to read, write, and understand numbers in a sequence up to 120. They will also be able to use place value strategies to understand that a double digit number is made up of a certain number of 10s and a certain number of 1s. With this understanding, students will be able to solve double digit addition and subtraction problems up to 100. For example, children will be able to use manipulatives, such as base ten blocks, and base ten sketches to add double digit numbers together. They will also be able to break down a double digit number into its 10s and 1s and represent this by writing expanded form equations. This will lead to students being able to use their knowledge of expanded form to solve double digit addition and subtraction problems using the keep one break one, open number line, and expanded form stacking strategies.

#### **Unit Outcomes:**

- I can count and write numbers up to 120 starting at any number under 120.
- I can read and write my numbers to show how many objects are in a group, up to 120.
- I can tell how many tens and how many ones are in a number (within 100).
- I can compare two-digit numbers using  $<$ ,  $=$ , and  $>$  because I understand tens and ones.
- I can use place value strategies to help me solve and explain addition problems within 100 (objects, pictures, equations).
- I can find 10 more or 10 less in my head.
- I can use place value strategies to subtract multiples of 10 (10-90) from multiples of 10 less than 100 using place value strategies (drawings, equations, models).
- I can use addition and subtraction within 20 to solve word problems involving situations of comparing by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

### **Unit 4: Measurement & Time**

In this unit, children will use standard and non-standard units of measurement to measure and compare the length of objects. They

will use unifix cubes, popsicle sticks, paperclips and rulers to measure the length of objects. Students will understand the importance of using the same unit when comparing measurements. They will also understand that using different units to measure the same object will result in a different number. In this unit, students will also learn how to tell time to the hour and half hour on analog clocks.

**Unit Outcomes:**

- I can put three objects in order from longest to shortest and compare their lengths.
- I can tell the length of an object using whole numbers.
- I can show that I understand how to measure something by using a smaller object as a measurement tool.
- I can tell and write time in hours and half-hours using any kind of clock.

**Unit 5: Data Analysis**

In this unit, children will learn about the purpose of surveys and data representations. They will interpret sets of given data by making predictions and discussing conclusions. They will learn to represent data using tallies, words, pictures, or graphs by creating and administering a survey with two or more possible responses.

**Unit Outcomes:**

- I can organize, show and explain number information in a way that makes sense.
- I can ask and answer questions from number information that is organized about the total number of data points.
- I can ask and answer questions from number information that is organized about how many in each category.
- I can ask and answer questions from number information that is organized about how many more or less are in one category than the other.

**Unit 6: Geometry & Fractions**

In this unit, children will recognize and draw 2D and 3D shapes, specifying their attributes (number of angles, sides, or faces). They will specifically be able to identify triangles, quadrilaterals and hexagons based on their attributes. Children will learn how smaller shapes can make larger shapes and how they relate to each other. They will also learn how to identify, partition, and label fractions (halves and fourths) as equal parts of a whole. They will apply the terms such as half of and quarter of to describe equal shares.

**Unit Outcomes:**

- I can understand and tell about the parts that make different shapes unique.

- I can build and draw shapes that have certain parts.
- I can create two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones and right circular cylinders).
- I can use two- and three-dimensional shapes to create new shapes.
- I can understand that "halves" means two equal parts and "fourths" or "quarters" means four equal parts.
- I can break circles and rectangles into equal parts and use the words whole, halves, fourths, and quarters to talk about them.
- I can understand that breaking circles or rectangles into more equal parts means that the parts will be smaller.

## SOCIAL STUDIES

Social studies in first grade consists of studying 'Communities.' Students get a chance to explore a variety of different communities and learn what a community is.

First grade begins the year by discussing the community of our individual classrooms and what we want our classroom community to be like. We talk about the importance of safety, rules, respect and responsibility. We also look at the PS 11 community and students get a chance to interview various staff members in our school.

We then move to family communities and talk about different types of families, roles / responsibilities in our family and the changes in families now and long ago.

We end the year exploring the Chelsea community and take many community walks and trips around Chelsea. As a culminating activity, the first grade creates a school-wide post-office where each class takes on the role and responsibilities of postal workers and is in charge of selling, collecting and delivering PS 11 mail.

## SCIENCE

We have three major units of study that are Matter & Weather, Animal Diversity, and States of Matter Unit.

### Units of Study

**Weather and Seasons:** First graders will observe and describe weather conditions as well as record data based on observations throughout the year. Students will also learn to interpret various weather related tools. First graders will culminate this unit with the construction and test of kites based on weather variables. This unit will correlate with a scientific writing unit; this will give students the opportunity to be researchers and writers simultaneously.

**Animal Diversity:** Students focus on one animal group (amphibians, Fish, Mammals, Reptiles, Birds & Insects) and the animals within their group. Through the lens of their animal, they learn about the other identifying factors for animals and their groups. Students study identifying features of animals, how they help the animal survive, their habitat as well as enemies. Students understand how all animals

have a means to survive and what it is. This unit culminates in a visit to the Natural History Museum where we are able to see various animals represented in their natural habitats.

**Properties of Matter:** Students are introduced and explore the three states of matter. Through a series of experiments, students learn that each state of matter has its own characteristics and how a change of temperature can lead to a change in the state of matter. Students then take this basic knowledge to further investigate solubility and work towards an understanding of how shape and materials affect flotation. This unit culminates with “The Penny Challenge” when students compete in teams to build an aluminum foil boat that will hold the most pennies while floating in water.

## SPEAKING AND LISTENING

Classroom participation is a major factor in student learning. Students gather information, clarify their thinking, question new ideas, contribute their thoughts and opinions, and respond to others. Therefore, just as with every aspect of their academic learning, there are expectations for speaking and listening.

Through strong accountable talk, all first grade children will:

- Practice active listening
- Use precise language
- Take turns speaking
- Ask relevant questions for more information or clarity
- Share information, thoughts and opinions
- Support their ideas with personal experiences or literary text

## SPEAKING AND LISTENING

Classroom participation is a major factor in student learning, and just as with every aspect of their academic development, there are expectations for speaking and listening. Students learn to gather information, clarify their thinking, question new ideas, contribute their thoughts and opinions, and respond to others.

All first grade students will:

- Practice active listening
- Use precise language

- Take turns speaking
- Ask relevant questions for more information or clarity
- Share information, thoughts and opinions
- Support their ideas with personal experiences or literary text

## SPECIALTY CLASSES

Many specialty classes are offered within the building year-round by full-time, certified staff members.

**Music:** First Graders enjoy an enriching music curriculum in which students learn about the history and evolution of music with a focus on famous musicians. They learn and recreate songs as a class while learning to read and write music. Students are also given the opportunity to learn how to play piano on in-class keyboards.

**Theatre:** Students learn how to be expressive through movement, facial expressions and voice. Students learn how to engage an audience through emotion and dialogue. They also learn the technicalities of theatre: how to move across a stage, how to create a script and how to construct a performance.

**Gym:** Students are engaged in various athletic activities outside and in the gym. Students learn the rules of gym and how to be responsible in a very physical environment. Coach Jonathan works with Mr. Nichols to guide students in soccer.

**Computer:** Students learn how to navigate various programs such as Safari, Microsoft Word, Excel and Power Point. Students are able to create within these programs. When it correlates with science and social studies units, students also use this opportunity to conduct research on given topics.

**Art:** Students learn the importance of expressing themselves through various forms of art. Students use drawing, painting, oils, clay, ceramics, mosaics and collages to learn about various techniques and styles of art.

**Dance:** Students develop the ability to express a story through body movement. Students learn various movements and ways to express emotion and then collaborate to create their own performances.

## OUTSIDE PARTNERSHIPS

**Joyce Dance Company:** A Teaching Artist from the Joyce Dance Company, based in SoHo, comes into the school to teach first graders about the various styles of dance. Over the year, first graders will visit the Joyce Theater in Chelsea. The curriculum followed by the Joyce Dance Teaching Artist is based around the uniqueness of each performance we will see at the Joyce Theater.

**Chess-In-The-Schools:** Chess-in-the-Schools is a nonprofit educational organization dedicated to improving academic performance and building self-esteem among school children through chess. A visiting chess teacher comes to classrooms once a week, teaching students the rules and strategies of the game. Students then play against an opponent to practice their newly learned skills. Students are taught to be analytic thinkers, motivated learners, critical problem solvers, to think before they move, to take pride in their accomplishments and to be graceful winners AND losers.

## FIELD TRIPS AND SPECIAL ACTIVITIES

**Field Trips:** Field trips in first grade are mainly tied to the science and social studies curricula. Some examples of past field trips include:

**The Highline:** Students visit the Highline at least four times during the year to study the effects of each season on plants and their surroundings.

**Museum of Natural History:** This visit will focus on 2-3 areas of the museum where we are able to see animal groups represented in their natural habitats

**Bronx Zoo:** This trip is to further study the animal diversity unit and to observe the animals we learned about in the animal diversity unit.

**Art Museums:** Throughout the year first graders will visit a variety of Art museums to study the connection between Art and Writing. Each class will visit a few of the following: MOMA, The Metropolitan Museum of Art, The Whitney Museum and The Ruben Museum.

**Cooking:** Once a month students have the opportunity to work with fresh ingredients to create a dish. They learn about where the produce comes from, how to recognize if it is fresh, and the nutritional qualities of each product. Students get hands-on experience preparing, and eating, a healthy meal!

**Chicken Coop:** Students will visit the PS 11 Chicken Coop in the schoolyard to enrich the science curriculum. By feeding, collecting eggs and caring for the chickens they will learn to be responsible for the environment and the process by which food is created.

**100<sup>th</sup> Day of School:** We celebrate the 100<sup>th</sup> day with activities relating to 100 throughout the day. We also visit the Auditorium for part of the day to experience an array of 100<sup>th</sup> day activities arranged by the PTA.

**PS 11 Garden:** Students will have the opportunity to work and learn in our amazing vegetable and flower gardens all year. Food from our garden will be harvested each year to serve in our lunchroom.

**Field Day:** Each June all first, second, third, fourth and fifth grade students participate in a full day of field day activities. Students are divided into cross grade and cross-classroom teams. Field day takes place outside in the big yard and on 21st street.

**Enrichment Cycle:** First graders participate in a 10-week enrichment cycle, during which they participate in an activity of their choice along with a mixed group of K-2 students for one period a week. Enrichment activities change each year with our teachers' interests, and include activities as varied as cheerleading, anthropology, and jewelry making.

## SCHOOL COMMUNITY

**GRIT:** We believe in respecting ourselves and others as we take risks, reflect on our learning process, celebrate our triumphs and struggles and persevere to reach our goals.

*After a year of research and collaboration between faculty and families we are excited to continue to improve practices that will inspire and promote grit in every student. This is a work in progress but through this joint effort we decided the following principles are the first examples of what you will be seeing in the classroom.*

### **Our GRITTY school will LOOK like:**

- Gritty language will be on charts.
- Evidence of student reflections about work will be evident.
- Students will be solving their own academic and social emotional issues (with support from adults).
- Families will learn how to use language to support student independence.
- Teachers will present at monthly PTA meetings to talk about the "work."

**Our GRITTY school will SOUND like:**

**Students will say things like:**

- I had a hard time with...
- Next time I will try...
- I tried...but...
- I can use (Strategy) to help me with...
- When I am confident...
- I can offer help with...
- After struggling with...I learned...
- I am proud of the way I...
- Let me show you how I...
- I felt frustrated, but then I...

**Adults will say things like:**

- Can you show me where it got hard?
- Let me show you how I worked through...
- I struggled with...
- Next time I might...
- You worked so hard at...
- What's your plan?
- How can you solve this using the tools that you have?
- What would you do differently next time?

**Our GRITTY school will FEEL like:**

- Students are celebrated for their resiliency when solving academic, social and emotional problems.
- Process will be celebrated as equally as product.
- We will learn from our efforts.
- We will all work hard and solve issues without giving up.
- We will all understand that even though we may try our best, the outcome may not be what we desired. We will be resilient in our disappointment and try again!

***Kind and Gentle:*** The PS 11 community revolves around a philosophy called *Kind and Gentle*. More than just words, K&G is based on doing unto others what you would have them do unto you. There are clear expectations for all students to behave in a K&G way towards others within our community and beyond. Examples of ways teachers foster K&G include using kind words and compliments, and picking a “Secret K&G” and being extra kind to that person all day or all week.

***Family Friday:*** One Friday each month is designated as Family Friday. All families are invited to come into the classroom and take part in activities that reflect an element of the school day. This is a great opportunity for families to see all the amazing work that is going on in the classroom. Activities in the past have featured reading workshop, art projects, cooking, poetry centers and math centers.

***PS 11 Garden:*** Students will have the opportunity to work and learn in our amazing vegetable and flower gardens all year. Food from our garden will be harvested each year to serve in our lunchroom.

***SLT and PTA Events:*** Throughout the year, PS 11’s School Leadership Team (SLT) and PTA sponsor community-building events and workshops that support parents as partners in their children’s education. You’ll find information about these events on the website, in the monthly newsletter, and in flyers coming home in your child’s home folder.

## **COMMUNITY SERVICE AND CITIZENSHIP**

We believe very strongly in community service at PS 11. Throughout the year students will be engaged in activities that will benefit our local, national and global communities.