

Green Acres School Primary Unit Curriculum 2018-2019

The Green Acres School Mission Statement

Green Acres is a coeducational, progressive school for grades Pre-Kindergarten through 8th, dedicated to fostering the natural curiosity of students, engaging them actively in the joy of learning and facilitating problem solving. Based on an understanding of child development, Green Acres' program is cognitively, physically and creatively challenging. Valuing acceptance of a variety of viewpoints, this community promotes socioeconomic and cultural diversity. An environment of trust, cooperation and mutual respect encourages students to become increasingly independent thinkers and responsible contributors to an ever-changing, multicultural world.

Lower School Life

The Lower School is centered around teaching students to be responsible, thoughtful, and independent in both their academic work and in their relationships with others. Through work in the classroom, within classrooms and units, and in discussion with individuals, the relationship between freedom and responsibility is highlighted. Our students learn what it means to be accountable for personal choice – that with freedom there is the opportunity to take risks, but also the accountability for the decisions and actions followed. Children are frequently given choices as a way for them to exercise independence and to support their interests. Additionally, students are expected to behave in a caring and compassionate way toward others and to act with care toward their school environment.

The close connections between students and teachers foster an atmosphere of honest, trusting communication where children are invited to voice their opinions and to learn the art of actively listening to the perspectives of others. Students in the Lower School have many opportunities to practice being part of a community through class meetings or Kid Talk. Students help to form classroom guidelines at the beginning of the year because they accept rules better when they have a part in making them. As problems develop, adults and students solve them together. Teachers support children as they work through problems, suggesting alternative solutions, if necessary. Children are encouraged to make choices and expand their ability to be responsible for their actions.

We deeply believe that educating a child is attending to the academic, social/emotional and physical growth and progress of our students. The planned instruction in the subjects outlined further on in this packet, as well as what students have the opportunity to learn through everyday living as a part of the Green Acres community, demonstrate a commitment to educating the “whole child.” We believe learning occurs best in an active, stimulating environment. How teachers arrange the classroom will vary with the tasks and goals of the teaching moment. In and out of the classroom, all adults are dedicated to providing an educational experience based upon the Green Acres mission and philosophy.

Social/Emotional Growth & Habits of Mind

Children are encouraged to make choices and expand their ability to be in charge of themselves and their own work. Students are supported in acquiring the skills and behaviors found in the following checklist. Throughout the year, children solve problems and engage in activities to help them develop positive social relationships and healthful habits. Topics of study/discussion include friendship, cooperation, affirmation, conflict resolution, and age-appropriate information about health-related issues. These topics are addressed in nurturing settings, including homerooms, Kid Talk, class meetings, and in small problem-solving groups as needed.

This checklist helps you know the specific skills we are focused upon; the checklist will be used as a part of reporting about the progress of each student throughout the year.

Social/Emotional Growth
Internal Self Control Skills
Observes Classroom Routines:
Follows school routines
Seeks help when needed
Observes community agreements
Demonstrates Resilience:
Accepts correction and guidance
Uses a variety of problem-solving skills
Has strategies for handling frustration
Balances the needs of others with own needs
Demonstrates Responsibility:
Accepts responsibility for own behavior and actions
Makes appropriate decisions
Takes care of own belongings
Respects the belongings of others
Takes care of our community and environment
Connection to Others
Demonstrates the ability to work with others:
Respects the ideas and feelings of others
Is positive in interactions with others
Cooperates in peer initiated activities
Participates appropriately in adult directed activities
Is flexible to group needs
Builds connections to others:
Shows consideration for others' ideas and feelings
Honors strengths and differences in self and others
Is open to new friendships

Is willing to broaden social group to include others
Demonstrates skill in handling conflicts:
Is able to advocate for self
Is able to advocate for others
Applies a variety of approaches to resolve conflicts, including self advocacy, negotiation, and compromise

Habits of Mind
Receptivity & Follow Through in Learning
Has a positive attitude
Participates fully in an activity
Sustains focus
Follows written directions
Follows directions given orally
Shows organization in work and use of materials
Successfully completes tasks in a reasonable amount of time
Takes responsibility to complete work
Is flexible in trying new experiences
Works independently
Seeks help when needed
Takes initiative to extend learning
Uses an appropriate amount of teacher time
Reflective Practice
Sets goals
Evaluates and reflects on own performance
Works for quality and accuracy
Selects appropriate independent activities
Group Process Skill in Learning
Listens actively
Listens respectfully to others
Volunteers thoughts and ideas in class discussion
Expresses ideas clearly
Works collaboratively with a variety of peers
Works equally in a partnership
Seeks input and suggestions from peers
Balances social interest and class work
Allows others to work undisturbed

Social Studies and Science: Themes in the Primary Unit

The thematic content of social studies and science is infused into the content of many parts of the day for 1st and 2nd grade students. Teachers collaborate to weave the themes into the students' studies so the topics come alive for them in a creative, integrated way. The 1st and 2nd grade social studies themes rotate on a two year cycle; children do not study the same topics each year.

2018-2019 Thematic Units:

- Insects
- Meeting Basic Needs: Shelters Around the World
- Ways People Live: India
- Oceans

Focusing on themes allows the students to explore social organization, how people relate to each other, how humans relate to the environment, how people sustain themselves, and how science and the arts have developed from people's basic needs.

The thematic studies in the Primary Unit unify our curriculum studies. They provide ideas for reading, writing, and math, and they enrich all areas of learning. The emphasis is on learning the basic concepts and the process of collecting information, dealing with facts, drawing conclusions, and communicating with others.

During the 1st and 2nd grades, the children's work includes the opportunity to:

- Participate in activities and group discussions, often including both 1st and 2nd graders
- Use resources by obtaining information from individuals, discussions, pictures, books, etc.
- Generalize from one's own experiences to the experiences of others
- Show awareness of similarities and differences among people, places, and cultures
- Show some understanding of geographic spaces
- Show some sense of time (history and sequences, e.g., before, after)
- Attend field trips related to the units of study (e.g., visiting Locust Grove Nature Center)

Language Arts: 1st Grade

Building on the foundations laid in Pre-K and Kindergarten, the 1st grade language arts program continues to develop reading, writing, listening, and speaking skills through the use of various techniques, materials, and activities. Reading, writing, listening, and speaking are not taught separately; rather, they are intertwined throughout all of the language and theme-based activities in which students engage. The program focuses on helping children to break the reading code, develop reading strategies, learn how to comprehend an author's text, understand how to be responsive listeners, and become skilled at communicating their own messages and ideas orally and in writing. Each year, children enter 1st grade with a diversity of skills and learning styles. Teachers take these differences into account in planning the specifics of the language arts program.

Components of the 1st Grade Language Arts Program

- **Shared Reading** - The teacher reads a story aloud to the class and incorporates instructional strategies into the discussion of the book.
- **Guided Reading** - Children meet in small groups with the teacher, who helps them to apply and develop reading strategies as they interact independently with a text.

- **Partner Reading** - Children enjoy stories with partners in a variety of ways.
- **Read Aloud** - The teacher reads aloud as children listen.
- **Responses to Literature** - Children talk, draw, write, and engage in dramatic and artistic activities in response to stories.
- **Independent Reading** - Children enjoy books of their own choosing.
- **Individual Reading Conferences** - The teacher meets with students in individual reading conferences to check on their independent reading.
- **Journal Writing** - Children draw and write in a variety of journals.
- **Handwriting** - Handwriting is taught formally in 1st grade using the *Handwriting Without Tears* program. We emphasize accurate formation of upper and lowercase letters, spaces between words, and basic capitalization and punctuation conventions.
- **Sounds** - Letter-sound relationships usually are explored in the context of texts and literature studied, as well as through direct training in phonemic processing and alphabetic code knowledge through games and small-group lessons with the teachers.
- **Dictation** - During this teacher-directed time, children learn correct letter formation and the sounds associated with each letter. Later, dictation focuses on whole words and spelling.
- **Writers' Workshop** - In the second semester, children select topics about which to write. They move their drafts through an introduction to the stages of the writing process, including writing first drafts, conferencing with their peers and then with an adult, editing and revising their drafts, and creating final versions. Skills are taught during "mini-lessons," as well as through editing conferences with teachers.
- **Spelling** - Children are in the process of moving through the following developmental spelling stages: 1) Pre-communicative, 2) Semi-phonemic, 3) Phonemic, 4) Transitional, and 5) Conventional.

As the year progresses, children begin to acquire spelling skills and strategies. This is achieved through a variety of instructional approaches, including the uses of "Word Walls" and spelling lists. Children receive lists with appropriate high-frequency words and the correct spellings of words they have misspelled in their writing. Children work with a different group of words each week, practicing how to spell each word correctly through a variety of activities.

Language Arts: 2nd Grade

The 2nd grade language arts program is a rich and diverse one that concentrates on the natural development and interaction among reading, writing, listening, and speaking. The program builds upon the foundations children have developed in kindergarten and 1st grade. Skills and strategies related to reading and writing are emphasized through each component of the program. The program is designed to develop a love of reading and writing and to increase stamina and fluency in both areas to prepare for content work in 3rd and 4th grade. The program focuses on developing comprehension skills, understanding text, supporting opinions about reading selections, being responsive listeners, and communicating one's own messages and ideas orally and in writing. Students are taught to recognize their own styles and preferences, discuss their experiences and attitudes about reading, and they learn to view themselves as competent readers and communicators. Reading, writing, listening, and speaking

are not taught separately; rather, they are intertwined throughout all of the language and curriculum-based theme activities in which students engage.

Components of the 2nd Grade Language Arts Program

- **Shared Reading** - Children see the text, observe an expert --usually the teacher-- reading it with fluency and expression, and are invited to read along.
- **Guided Reading** - Children meet with the teacher, who guides them through the text.
- **Partner Reading** - Children enjoy stories with partners in a variety of ways.
- **Read Aloud** - The teacher reads a literature selection as children listen.
- **Literature Discussion Groups** - Children discuss and interpret works of literature that often are based on themes. They share their reflections on the reading and respond to the ideas of others.
- **Responses to Literature** - Children talk, draw, write, and engage in dramatic and artistic activities in response to stories. These are often connected to the themes.
- **Independent Reading** - Children read books of their own choosing. There are times when children read on their own help to build stamina and fluency.
- **Individual Reading Conferences** - The teacher meets with students in individual reading conferences to check on their independent reading and to work with them on reading strategies.
- **Journal Writing** - Children record their ideas, feelings, impressions, and observations in a variety of journals.
- **Writers' Workshop** - Children select topics about which to write. They move their drafts through the stages of the writing process, including writing first drafts, conferencing with their peers and the teacher, editing and revising their drafts, and creating final versions. Skills are taught during "mini-lessons," as well as through editing conferences with teachers.
- **Spelling** - As the year progresses, children continue to acquire spelling skills and strategies. This is achieved through a variety of instructional approaches that include the study of spelling patterns, spelling lists, and other activities.
- **Sounds** - Letter-sound relationships usually are explored in the context of texts and literature studied.
- **Handwriting** - Manuscript letters using the *Handwriting Without Tears* program are reviewed.

Mathematics: Primary Unit

John Kunz from *Mathematics Made Meaningful* writes: "The mathematics programs now in use throughout the United States place great stress on the importance of understanding the structure and

meaning behind mathematical operations, and less emphasis on the simple memorization of the specific techniques of those operations and their use in solving problems. This stress on meaning, incidentally, makes today's child better at mathematical computation than children were in the past, even though the methods he or she uses may seem strange or even slow to some adults. Computational skills in arithmetic will not be sufficient for your child as an adult in the future. Much of routine computation will be handled by automated machines. An understanding of mathematical structure and relationships, however, will be vitally important."

It is important for early learners in the 1st and 2nd grade to see themselves as mathematicians, as this influences their attitudes and decisions about studying math in later years. This is why the Primary Unit uses a conceptually-oriented math program that makes the learning of math engaging and playful. It is also essential that students of this age are well grounded in mathematical ideas so that they may develop a depth of understanding. The National Council of Teachers of mathematics notes that the success students achieve in later grades depends largely on the quality of the foundation that is established in the first five years of school. The Primary Unit children use a developmentally appropriate math program that balances intellectual and social development.

The Primary Unit mathematics program focuses on instruction and practice with manipulatives as a way to help students discover and understand important mathematical ideas. Written work and games then follow, permitting the child to explore the mathematical principles further and to gain skill in applying them. The Primary Unit uses two math programs to support student understanding in math: *enVisions* and *Investigations*. These programs work well together, as *enVisions* primarily works on developing conceptual understanding, vocabulary, and practice with math algorithms. *Investigations* focuses on conceptual understanding built through problem solving and application of mathematical concepts. Both programs allow the teachers to assess student understanding before, during, and after each unit. This enables each teacher to assess each child's mathematical understanding throughout the year and to determine how to best challenge each individual and the class as a whole.

The Primary Unit mathematics program introduces children to many important concepts and skills by focusing on a number of different mathematical focal points during the two years. It is essential that these concepts be taught in an environment that promotes problem-solving, reasoning, communication, making connections between concepts, and designing and analyzing different representations of their problem solving ideas. Skills are reviewed, allowing each child's understanding of these ideas to develop over time. An additional goal for the Primary Unit mathematics program is for students to have automatic recall of addition and subtraction facts to 20. This is an important foundation for the work they will do in 3rd grade and beyond.

Key Features of the 1st and 2nd Grade Math Program

- Problem solving, applying math to everyday situations
- Developing readiness through hands-on activities
- Establishing links between past concepts, experiences, and explorations
- Sharing ideas through class discussions
- Learning cooperatively through partner and small-group activities
- Practicing mathematical concepts through games
- Engaging in writing to explain mathematical reasoning and to practice and reinforce skills and concepts

Subject Areas of the Primary Unit Math Program

Numeration

- Saying, reading, and writing numbers
- Counting patterns verbally, and working with place value, whole numbers, fractions, and decimals. First graders work through the hundreds' place. Second graders work through the thousands' place.
- Exploring the concept of part-to-whole relationships is stressed.

Operations (+, -) and Computation

- Working with addition and subtraction with regrouping, using simple division and multiplication, and using estimation to predict and check results
- Developing an understanding that there are many ways to solve problems and gain the same results. There is a focus on developing a variety of problem solving strategies
- Learning and using "fact families" to learn addition and subtraction facts
- Memorizing number facts. Playing games and engaging in exercises to practice arithmetic skill
- Developing strategies to make reasonable estimations and check answers
- Practicing mental and written arithmetic in problem-solving context

Data and Chance

- Collecting, ordering, and displaying data
- Creating tables, charts, and graphs

Geometry

- Constructing 2- and 3-dimensional shapes
- Using geometric knowledge and spatial reasoning to develop the foundation for understanding area and fractions

Measurement

- Understanding the need for standard units
- Learning about measures of length, area, capacity, weight, and temperature
- Developing an understanding of clocks.
- Creating calendars
- Using time lines, rulers, and thermometers
- Learning ordinal numbers
- Recognizing and exchanging coins and currency

Patterns, Functions, and Algebra

- Learning about attributes, patterns, sequences, relations, and functions

Green Acres School 1st Grade Art 2018-2019

**Hallie Schmidt
Art Teacher**

Groupings: Grade 1 students (9-10 students in each class) meet twice during each six-day class cycle for 45 minutes in the art studio.

Goals:

- Emphasize proper art room etiquette (art room procedures and proper use of materials and tools)
- Engage children in the use of a variety of art materials and techniques
- Encourage children to think creatively and expressively
- Integrate thematic curriculum from the classroom into art projects to help students understand that art can be seen in everyday life
- Create narratives and foster storytelling through art
- Express and process individual emotion through art

Skills and Concepts:

- Introduce students to the elements of art (line, shape, form, texture, color, space, and value).
- Practice developing fine motor skills such as cutting, tearing, drawing, etc.
- Begin to develop the proper use of art materials (pencils, paintbrushes, glue, clay, collage, etc.)
- Begin to build an art vocabulary in order to speak on behalf of their work and that of their peers
- Differentiate between primary and secondary colors
- Experience works of art from different cultures and historical periods
- Begin to develop creative problem solving

Green Acres School 2nd Grade Art Curriculum 2018-2019

**Shellie Marker
Art Teacher**

Schedule: Grade 2 students attend two 45-minute art classes during each six-day cycle.

Goals:

- To explore ways to visually represent thinking and learning experiences using a variety of media and techniques
- To encourage open-ended creative thinking and problem solving
- To provide further opportunities for students to familiarize themselves with new materials and techniques
- To foster visual literacy
- To understand and implement the elements and principles of art

Concepts/Skills:

- Identifying primary and secondary colors
- Mixing secondary colors
- Finding inspiration from everyday objects and from nature
- Continuing to practice cutting skills
- Recognizing and drawing different types of lines and shapes
- Learning proper painting techniques
- Using simple shapes to draw more complex objects
- Gaining an increased control of three-dimensional medium through working with clay and recycled materials
- Using materials safely and responsibly
- Following directions
- Fostering creativity and open-ended thinking
- Encouraging creative problem-solving
- Interpreting and discussing art images

Program Description: Second grade students continue to develop and build upon skills learned in the Early Childhood Unit program. The development of concepts and skills is balanced with an emphasis on the importance of feelings and self-expression, and how emotions affect and enhance their artistic production. The goals are accomplished through such activities as drawing, painting, ceramics, collage, printmaking, and weaving. The art teacher works closely with 2nd grade classroom teachers to integrate homecorner units of study into the art curriculum. The goal of 2nd grade art is to create an environment in which each child can explore, experiment, and give voice to his or her creative self. Children learn that, through art, they can express their ideas and feelings. They explore the properties of art materials to uncover infinite visual language with which they can tell stories and represent their unique experiences. Students will also learn to observe and visually represent the world around them. Art teachers will engage in meaningful dialogue with children to help uncover their thoughts and ideas experienced during the artistic process, making their learning visible to all. Through close collaboration with classroom teachers, art experiences will offer children the opportunity to extend their investigations and explore concepts with a variety of materials, document student understanding, and enrich the overall learning experience. The goals of the art program are to cultivate a sense of wonder through open-ended artistic exploration, cultivate craftsmanship, and to familiarize students with a variety of artistic media and techniques.

Green Acres School 1st Grade Creative Movement 2018-2019

Mary Sing
Creative Movement Teacher

Grouping: Creative Movement for 1st graders starts in late January. The 1st graders attend Creative Movement class in homecorner groups for 45 minutes once during the six-day rotation. There will be two assemblies that focus on the Primary Unit themes of India (January to early April) and Oceans (mid-April to June). There will be opportunities for co-teaching with Chip Carvell, the music teacher.

Goals:

- Encourage creativity and spontaneity through safe, fun movement activities.
- Develop body awareness: **relationships my body creates:** body parts, body shapes, roles with others (i.e. lead, follow, partner, mirror, unison, solo, group).
- Develop action awareness: **what my body does:** move in place (stability: i.e. twist, stretch, bend) and around room (locomotor: i.e. walk, run, gallop).
- Develop effort awareness: **how my body moves:** time (speeds/rhythms), force (stop/start, degrees of force: strong/light), flow (single movements/combinations of movements).
- Develop space awareness: **where my body moves:** space (self/shared), directions (i.e. up/down), levels (high/middle/low), pathways (i.e. straight/curved).
- Demonstrate moving in time with the music using different locomotor actions.
- Provide opportunities to use the body to interpret an idea, story, poem, or song.
- Create movement sequences and activities based on the Primary Unit themes of India and oceans
- Provide practice working collaboratively on group projects to present during two theme assemblies.

Format of Classes:

Opening Activities: Sessions begin with a gathering time to help focus the children. These opening activities bring the group together, smooth the transition to movement time, and help children focus on the class theme.

Warm-up Activities: The warm-up activities allow for vigorous, high-energy release within a structured framework. Exercises based on BrainDance, a sequence of eight developmental movement patterns, comprise the opening warm-up for each class, followed by locomotor explorations.

Movement and Body Awareness: These activities concentrate on the development of movement skills. General objectives are to explore movement dynamics, modulate body actions, move with attention to surroundings, create action patterns, and to move rhythmically and expressively.

Group Theme: This part of the session incorporates ideas and themes based on the students' ideas and the Primary Unit focus at the time. Creative Movement sessions balance a connection with the classroom themes with an opportunity for new imaginative material to emerge. Books, simple costumes (created by children when possible), and other props may be used to enhance this creative process.

Closing Activities: These activities help the children to re-focus on their own bodies and to practice relaxing and resting. A brief review of the session's events and a reference to the upcoming activities help smooth the transition to the next activity.

Green Acres School 2nd Grade Creative Movement 2018-2019

Mary Sing
Creative Movement Teacher

Groupings: Creative Movement for 2nd graders begins in September. The 2nd graders attend Creative Movement class in homecorner groups for 45 minutes once during the six-day rotation. There will be two assemblies focused on the Primary Unit themes of Insects (September to early November) and Shelters (early November to late-January). There will be opportunities for co-teaching with Chip Carvell, the music teacher.

Goals:

- Encourage creativity and spontaneity through safe, fun activities.
- Develop body awareness: **relationships my body creates:** body parts, body shapes, roles with others (i.e. lead, follow, partner, mirror, unison, solo, group).
- Develop action awareness: **what my body does:** move in place (stability: i.e. twist, stretch, bend) and around room (locomotor: i.e. walk, run, gallop).
- Develop effort awareness: **how my body moves:** time (speeds/rhythms), force (stop/start, degrees of force: strong/light), flow (single movements/combinations of movements).
- Develop space awareness: **where my body moves:** space (self/shared), directions (i.e. up/down), levels (high/middle/low), pathways (i.e. straight/curved).
- Demonstrate moving in time with the music using different locomotor actions.
- Provide opportunities to use the body to interpret an idea, story, poem, or song.
- Use basic movement vocabulary to choreograph theme-based movement sequences and pieces.
- Provide opportunities to work collaboratively on group projects to present during two theme assemblies.

Format of Classes:

Opening Activities: Sessions begin with a gathering time to help focus the children. These opening activities bring the group together, smooth the transition to movement time, and help children focus on the class theme.

Warm-up Activities: The warm-up activities allow for vigorous, high-energy release within a structured framework. Exercises based on BrainDance, a sequence of eight developmental movement patterns, comprise the opening warm-up for each class, followed by locomotor explorations.

Movement and Body Awareness: These activities concentrate on the development of movement skills. General objectives are to explore movement dynamics, modulate body actions, move with attention to surroundings, create action patterns, and to move rhythmically and expressively.

Group Theme: This part of the session incorporates ideas and themes based on the students' ideas and the Primary Unit focus at the time. Creative Movement sessions balance a connection with the classroom themes with an opportunity for new imaginative material to emerge. Books, simple costumes (created by children when possible), and other props may be used to enhance this creative process.

Closing Activities: These activities help the children to re-focus on their own bodies and to practice relaxing and resting. A brief review of the session's events and a reference to the upcoming activities help smooth the transition to the next activity.

Green Acres School Primary Unit Music

2018-2019

Chip Carvell
Music Teacher

Groupings: Each student comes to music for two 45-minute periods each six-day cycle in homeroom groups for the entire school year. In the fall semester, the 2nd grade will have one of these periods co-taught with creative movement. In the spring semester, the 1st grade will have one of these periods co-taught with creative movement.

Philosophy:

Making music together as a group stands at the center of the music program in the Primary Unit at Green Acres. Students gather to sing, dance, and play music while learning about musical conventions, their world, and themselves. Our approach uses ideas and methods taken from the teachings of Carl Orff and Zoltan Kodaly, two composers and music educators who developed systems for teaching children. Kodaly developed a system of music education that focuses on singing, beginning in early childhood. His method begins with simple tunes and progresses through more complicated pieces and uses many folk tunes from various countries around the world. Children are encouraged to sing, play instruments, dance, learn folk music of their own culture, and explore the music of other cultures. Orff's teaching focuses on using language as a basis for rhythmic and melodic exploration. Children use various instruments including xylophones, glockenspiels, and simple rhythm instruments to create ensembles supporting singing. Throughout the school year, they will perform, listen to, and analyze great music of the world. In addition, they will learn musical skills such as music reading and writing, singing, and part-singing. They will improvise and compose at each level.

Skills and Concepts:

Among the essential questions for the year are:

- How do individuals work together to make music?
- How can music teach us about our world?
- How do elements of music affect the listener?
- What differentiates sound from music?
- What can I do to make an ensemble sound better?

Concepts revolve around basic elements of music (rhythm, melody, harmony, dynamics, tempo, timbre, and form.) Skills include keeping a steady beat, playing and singing simple melodies and rhythms, and playing melodies and ostinatos on mallet and percussion instruments and belleplates. Students will begin to use color charts and adapted musical notation as well as standard notation. Throughout the year, strong emphasis is placed on caring for the instruments and working cooperatively as an ensemble.

Materials:

- The Silver Burdett Music Connection series
- Multiple library and music resources, including picture books, music books, records, tapes, CD's and videos
- Pitched mallet instruments, belleplates, and unpitched percussion instruments
- Simple handmade instruments

Units and Activities:

The music program for the Primary Unit will complement social studies and science themes throughout the year:

- Insects - singing songs about and inspired by insects; exploring the musical qualities of sounds found in nature; performing movement and instrumental activities; exploring the sounds of insects
- Shelters -using songs and musical games to explore concepts related to shelters, including how parts of music blend together to create a whole
- India - exploring the music of India, including drumming, singing, dancing, and playing games; linking the culture of India to musical expressions
- Oceans - singing songs about and inspired by the oceans; performing movement and instrumental activities that complement these songs; exploring sounds found in nature

In addition, the students will observe the cycle of the year by singing songs appropriate to the seasons and the changing weather.

Green Acres School Primary Unit Science

2018-2019

Sean Smith
Science Teacher

Groupings: Students come to science in split grade level groups twice each six-day cycle for 45 minutes. One period is "exploration time," during which the students work with different science exploration activities. During the other science period, the students focus on studying a primary scientific topic.

Goals:

- To encourage students to observe their world carefully and understand the connections of all its elements, living and nonliving
- To encourage students to question actively and problem solve during investigations, furthering the development of their critical thinking skills
- To have students gain experience with a range of scientific tools that aid in obtaining facts: microscope, ruler, journal, thermometer, simple balance and binoculars
- To have students practice various ways of recording and interpreting their observations such as graphing, drawing, writing, speaking and measuring
- To have students begin to understand the basics of conducting an experiment
- To have students work successfully in cooperative groups as well as independently during various explorations
- To have students gain experience using the six science process skills (observing, inferring, measuring, communicating, classifying, predicting)

Topics: The Primary Unit science program covers the topics listed below. Many of the topics for science units are integrated with the 1st and 2nd grades' social studies themes. Second graders study the topics in greater depth than 1st graders.

We're Going on a Bug Hunt

- Observe and investigate the diversity and habitat preferences of insects in the Green Acres woods
- Collect, organize, analyze, and share information systematically
- Investigate the life cycle of an insect

Structures: All shelters are structures, but not all structures are shelters

- Explore different structures
- Explore forces that act on structures
- Design, construct, and test the strength of different structures

Oceans in Motion

- Build and experiment with model oceans
- Investigate the movement of ocean water
- Collect, analyze, and report data

Student's Choice

- Students will select topics to investigate

Explorations

- Conduct experiments with exploration activities
- Refine observational skills
- Collect, organize, and analyze data

Green Acres School 1st and 2nd Grade Spanish 2018-2019

Janet Browne
Spanish Teacher

Schedule: First and second graders come to Spanish class twice in a six-day rotation for 45-minute periods, in groups of 9-11 students.

Content:

Research in the second-language instruction of young children documents that elementary age children are able to acquire accent and intonation more easily than adolescents and adults, and that language instruction for elementary students leads to higher levels of proficiency and accuracy in speaking, reading, writing, and understanding.

It is helpful for foreign language learners to have most of their instruction time spent in hearing only the second language. This helps the children to internalize the language's components, such as its sound system, basic lexicon, and grammatical structure. Students of Spanish need abundant opportunities to speak, listen, read, and write in order to develop communicative fluency, to understand how the language is constructed, and to understand culturally appropriate interactions.

Spanish classes at Green Acres use this research to guide instruction. Through games, songs, conversations, and other activities, the children are exposed to the structure and flow of the language. As the children spend time listening to Spanish speech, they begin to think and respond in the target language, rather than stopping to make the translation from English to Spanish. This is an essential step towards gaining fluency and mastery.

In addition to learning to speak Spanish, the children are learning how language affects the ways in which people express values and how they conduct relationships with each other. The students use Spanish as a way to explore a "deeper awareness of the characteristics that bind us together as human beings even as they learn about the ways in which we are all different."

1st and 2nd Grade Spanish Program:

First and second grade students learn basic Spanish through the four linguistic competences: speaking, listening, reading, and writing. They sing songs and play games in Spanish. They will learn that Spanish is spoken in more than 21 countries around the world and that the United States has more Spanish speakers than Spain! They will also be introduced to different Hispanic cultures and traditions. The curriculum is integrated with the 1st and 2nd grade social studies units. Vocabulary and activities for friendship, animals, family, oceans, and culture will be emphasized.

1st Grade:

Units and Activities:

- Greetings and commands
- Talking about me, my family, and my friends
- Learning to describe how they are feeling
- Counting from 0 to 30

- Colors and Shapes
- Parts of the body
- Describing objects
- School supplies
- Family members
- Learning the names of some foods
- Learning the days of the week, the months of the year, and the seasons
- Learning the weather
- Farm animals
- Learning basic commands
- Understanding adjective-noun agreement
- Learning basic vocabulary about birthdays
- Understanding number-noun agreement
- Working on pronunciation and intonation

2nd Grade:

Units and Activities:

- Greetings and commands
- Talking about me, my family, and my friends
- Describing how they are feeling
- Counting from 0 to 50
- Colors and shapes
- Clothes
- Verbs: to wear, to like
- Interesting facts about the Hispanic culture
- Learning the days of the week, the months of the year, and the seasons
- Learning the weather
- My house
- My bedroom
- Animals of the jungle
- The alphabet
- My vacation
- Understanding adjective-noun agreement
- Learning basic vocabulary about birthday
- Understanding number-noun agreement
- Working on pronunciation and intonation

Green Acres School 1st Grade Physical Education 2018-2019

Lauren Essig
Physical Education Teacher

Schedule: First grade students have PE class four times during every six-day cycle, for 45 minutes each period.

Goals:

The goal of the PE program is to create a lifelong desire to develop the whole person physically, socially, and emotionally. This program is integral in developing the students' education as it pertains to the total fitness, growth, and overall development of the individual. Teachers provide a wide variety of opportunities to enhance the social development of the student through the participation in various physical activities. The program instills a sense of importance in promoting fitness, wellness, and an overall healthy attitude towards exercise and the benefits it provides. Most importantly, the Physical Education department promotes respect for the uniqueness and differences of self and others through a wide variety of games and activities.

Students develop a sense of rules, skills, and strategies associated with the physical education activities in which they participate. They accomplish this while they work on developing their sportsmanship and team-building skills in class. There is an intentional, developmentally appropriate progression of motor skill development through activities that engage the children in active participation. Teachers work to make the classroom a safe environment in order for the students to have the confidence to take risks and improve athletically, socially, and emotionally.

The main goals are for all students to feel comfortable and confident in their abilities, and to continue to develop a sense of cooperative learning. An introduction to team oriented games is an important objective at this level, with an emphasis on teamwork and the basic rules of various sports. Soccer will be our first unit this fall, as our 1st graders develop and practice their passing, trapping, and shooting skills.

Concepts:

- **The SELF Concept** is stressed at this level, promoting sportsmanship, effort, learning, and fun in every class
- Each child is given an opportunity to learn, improve, and polish both new and existing skills
- Body awareness and spatial awareness – how our bodies move and where we move in relation to others

Objectives:

- To work on developing new—and improving existing—skills
- To learn fair play and work cooperatively with each other
- To continue to develop motor skills
- To perfect the proper techniques for throwing, kicking, catching, and hitting

1st Grade PE ACTIVITIES:

This is a list of potential units/activities this year. These may vary based on time, weather, and class interests.

SOCCER

Dribbling – inside, outside of foot
Kicking
Trapping/receiving
Passing/Shooting
Communicating
Soccer Stations

BASKETBALL

Dribbling – dominant and non-dominant hand
Shooting – “L, I, wave at it”
1, 2, 3, basketball
Rainbow Basketball
Basketball Stations

FLOOR HOCKEY

Proper form
3 parts of the stick
3 ways to dribble
3 different shots
Passing/Receiving
Hockey Pin Knockdown

TAGGING/DODGING/FLEEING

Ga Ga
Ga Ga Pin Knock Down
Dog House Tag
Keeper of the Castle
Trash
Pizza Tag
Peanut Butter and Jelly Tag
Zombie Tag
Sharks and Minnows
Zookeeper

JUMP ROPE

Step over forward/backward
Single jump forward/backward

Double jump forward/backward
One foot jumping
forward/backward
Eyes closed jumping
“Tricks”

FITNESS

Running/Curl-Ups/Planks/Jumping
Jacks/ Wall Sits/Stretching
Stations
Popsicle Stick Fitness
Fitness Card Game

GYMNASTICS

Balance beam
Vault
Climbing ropes
Tumbling skills

BASEBALL/WIFFLEBALL

Throwing
Catching
Base running
Fielding
Batting

Green Acres School 2nd Grade Physical Education 2018-2019

Derek Edwards

Physical Education Teacher

Schedule: The entire 2nd grade attends class together four times during a six-day cycle for 45 minutes. There are two PE teachers, a lead teacher and a second teacher to assist. The lead teacher is responsible for the majority of the instruction. During game play, students are divided into teams with the intention of having all teams equal in skill and ability.

Goals:

The major goal of the 2nd grade PE program is to create a lifelong desire to develop the whole person physically, socially, and emotionally. This program is integral in developing the students' education as it pertains to the total fitness, growth, and overall development of the individual. Teachers provide a wide variety of opportunities to enhance the social development of a student through the participation in physical activities. The program instills a sense of importance in promoting fitness, wellness, and an overall healthy attitude towards exercise and the benefits it provides. Most importantly, the PE department promotes respect for the uniqueness and differences of self and others through a wide variety of games and activities.

Students develop a sense of rules, skills, and strategies associated with the physical education activities in which they participate. Students will work on developing their sportsmanship and team-building skills in class. There is an intentional, developmentally appropriate progression of motor skill development through activities that engage the children in active participation. Teachers work to make the classroom a safe environment in order for the students to have the confidence to take risks and improve themselves athletically, socially, and emotionally. An additional goal of PE in the 2nd grade is to continue to develop individual athletic ability, such as general movement, coordination, and strength. Also, the cooperative aspects of teamwork are introduced through modified large group games and some team sports.

Concepts:

For the purpose of improving all-around coordination, the students are taught proper techniques for various team sports, activities, and games associated with physical education. Through adapted game play, the students are helped to further develop their own individual skills. Each child is given an opportunity to learn, improve, and polish both new and existing skills using different equipment. Team-oriented games are modified to help students better understand the relationships between their own skills and the concept of working together as a team. In addition, each student is taught that fair play is a critical element when participating in team-oriented sports.

Objectives:

- To learn at their own pace the goals and skills appropriate for their age level

- To improve existing skills
- To learn new skills
- To develop basic footwork and movement patterns needed within each sport
- To give students an opportunity to use individual skills in simulated game conditions
- To introduce more team-oriented sports and games to students
- To better understand the basic rules of the sport being taught
- To work cooperatively with teammates in small and large group games so that their team will become more successful
- To begin to work and understand fair play and what being a good sport entails
- To be able to say "good game" after competing, regardless of the score or outcome