



High Meadow School

1st GRADE CURRICULAR OVERVIEW SPRING - 2023 TEACHER - BELLA KOSMACHER

Circle/SEL

1st graders work on a variety of school and social skills this term. During transitions, students are working on:

- Ending activities when it's time to stop
- Being open to what is next
- Cleaning up and organizing materials
- Completing the steps of a transition with limited-to-no reminders

During lessons and independent work, students are working on:

- Active listening
- Focusing on the task at hand and bringing attention back from distraction
- Responding to teacher attention signals

In their emotional development, students are working on:

- Awareness of their feelings
- A beginning ability to attend to their own feelings
- A beginning ability to communicate their feelings in safe ways
- A beginning ability to understand the feelings of others
- Caring for and attending to the feelings of others
- Solving problems through dialogue

As learners, students are working on:

- Taking pride in their work
- Persevering through challenges
- Enjoying playing and working in groups
- Feeling excited to share about their identities, interests, lives, and accomplishments

Reading Workshop

In our final two reading units, *Learning About the World* and *Meeting Characters and Learning Lessons*, first graders took a deep dive into nonfiction texts followed by an exploration of the adventures within stories to close out the year.

Benchmark Skills within *Learning About the World*:

- Orienting to nonfiction texts: developing a habit of previewing books using the cover, back cover, table of contents, and other text features
- Comprehension strategies around activating prior knowledge, monitoring, retelling or summarizing a page or book
- Question: thinking deeply about what they are learning and looking for answers to their questions in the text
- Cross-text synthesis: building knowledge of a topic across multiple sources

Benchmark Skills within *Meeting Characters and Learning Lessons*:

- Retelling the most important parts of a book
- Predicting by drawing on what's happened earlier in the text
- Inferential thinking, especially about characters

In Word Study, 1st graders are working on phonics skills including:

- Long and short vowels
- Vowel teams
- Blends
- Digraphs
- High frequency sight words

Writing Workshop

In our *Non-Fiction Chapter Book* unit, writers worked on

- Introducing a topic and including lots of details across multiple pages
- Writing an introduction and conclusion
- Using labels and diagrams
- Writing a letter for each sound
- Using end punctuation

In our final unit, *Choice Writing*, writers explored a variety of writing genres, including:

- Comic strips
- Letters
- Newspaper articles

In Word Study, 1st graders are working on writing and spelling words with phonics strategies, including:

- Long and short vowels
- Blends
- Digraphs
- High frequency words

Math

In our final math unit of the year, first graders worked on

- Developing an understanding of place value for numbers up to 99
- Adding and subtracting multiples of 10
- Representing the base-ten structure of multiples of 10 up to 90 using towers of 10, drawings, numbers, and/or words
- Understanding that the two digits of a two-digit number represent amounts of tens and ones

Social Studies/Science

In the spring, first graders took on a waste inquiry, answering the essential question, "*What Happens to Our Waste?*"

- Note taking and paraphrasing facts found books and videos
- Collaborating with a small group
- Writing interview questions to ask an expert
- Writing about topics based upon research
- Adding to, rewriting, or editing a piece of writing based upon feedback
- Sketching to design an art project and writing a materials list
- Creating an art project based upon a design
- Reading one's writing to a group of peers and adults
- Reflecting on an inquiry cycle and brainstorming what went well and what could be improved next time
- Gaining a deeper understanding of what happens to waste

During the last few months of school we spent time learning about and celebrating the AAPI and LGBTQIA+ communities, which included the following skills:

- Writing and drawing messages of support for AAPI and LGBTQIA+ communities
- Using appropriate pronouns for community members based on the person's preference
- Speaking about own identity with pride
- Respecting the identities of others

(TBD) Final Project:

- Using everything we have learned this year about families, identity, justice, composting, recycling, etc. to create something that represents taking good care
- Could be a comic, book, song, poem, letter

(TBD) Final Project:

- Create a poem, song, work of art, comic, mindmap, or other modality to represent your identity using everything we have learned this year about gender, race, justice, recycling, compost, etc.