

WHITEFISH BAY SCHOOL DISTRICT

Parent Curriculum Overview
Grade 1



SCHOOL DISTRICT OF WHITEFISH BAY
1200 E. FAIRMOUNT AVE
WHITEFISH BAY, WISCONSIN
www.wfbschools.com

Parents/Guardians of Whitefish Bay Elementary School Students,

Education in Whitefish Bay Schools is a partnership that includes the school, the family and the community. As partners in the education of your children, we want you to be informed about what your child will be learning during this school year. The purpose of this Curriculum Overview is to provide families with a general overview of the core instructional program at each grade level.



Curriculum in the elementary level is designed to provide students with a strong foundation in basic knowledge and skills that will make it possible for them to think creatively and critically as they progress through the K-12 system. To these ends, district curriculum is carefully established by committees composed of the professional staff and community representatives. All curricula undergo comprehensive review and are formally updated every six years through the district curriculum cycle. Student performance data on a variety of classroom, local, state and national assessments are analyzed on an annual basis to ensure students are progressing toward the district's academic standards.

These standards challenge students to learn a broad range of content knowledge and skills while developing their ability to process that knowledge and use those skills. This balance between content (information and knowledge) and process (problem solving and real-world application) may be a shift in approach to the education you received when you were in primary school, yet should set the foundation for future learning in the 21st century.

The methods and instructional strategies in our classrooms bring the curriculum to life. First, we embrace Flippen's saying, "Once you capture a child's heart, you have his mind." Teachers develop trusting relationships with students, and amongst the students in the classrooms, in order to maintain a nurturing climate wherein learning will flourish. Reading and mathematics instruction are offered in flexible, large and small group settings. Hands-on learning activities develop conceptual understanding of mathematics, science and social studies. Students in grades first through fourth will have an hour of foreign language instruction each week. Strong programs for art, music, physical education and guidance, along with the integration of technology as a learning tool, are other important components that contribute to the vitality of the elementary-level program.

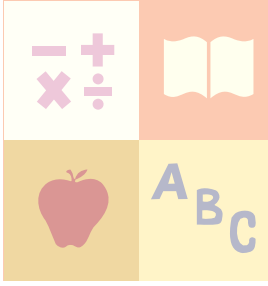
While teachers strive to meet the needs of all students in the classroom, some students benefit from additional assistance or challenge. Academic support programs are available in reading and math. Similarly, *Beyond* programming exists for students whose need for academic challenge far exceeds that of the regular classroom.

If you would like more information about the district curriculum, log on to www.wfbschools.com and select the district office link and then select director of instruction. On this website you will find links to curriculum overview documents, learning standards, and resources for parents. After you have reviewed these resources, if you wish to obtain additional information, please contact your child's teacher, your child's principal, or by contacting the Instruction Office at 963-3927.

As you support your child's academic and intellectual growth this year, encourage him or her to enjoy learning, take risks, confront misunderstandings, put forth diligent effort to develop new skills, and ask an abundance of questions. A tenacious curiosity, willingness to confront the unknown, and an ability to see challenge as an opportunity for growth will provide rewards for a lifetime.

Sincerely,

Laura Myrah
Director of Instruction
School District of Whitefish Bay



Grade 1 Mathematics

The purpose of mathematics education is to build the high levels of mathematical skills, processes, thinking, and problem solving necessary to meet the challenge of a changing technological society.

The first grade study of mathematics is designed to develop understandings of mathematics and mathematical processes, and includes problem-solving, comparison, and estimation, as well as basic skills and computation.

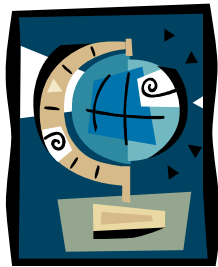
Learning with Everyday Math, by the University of Chicago, students will explore exciting mathematical concepts throughout the school year. Students record their work in the consumable student Journal. This will involve teacher-led study, group work with teacher guidance, and hands-on learning activities done in pairs or individually. Materials include the textbook, an array of mathematical tools and manipulatives, as well as games.

For resources to support your child's learning of mathematics using the Everyday Mathematics curriculum, see the Everyday Mathematics parent handbook that was distributed to your family when your child was in first grade. Additionally, all 3-5th grade students are provided with a Student Reference Book with information on key skills and strategies that are used throughout the curriculum.

Starting with the 2006-07 school year, the Everyday Mathematics curriculum is augmented with resources from *Problem Solvers* (grades 1-5) and *Thinking with Numbers* (grades 2-5). These programs are designed to assist students in their efforts to understand and use basic facts and apply their mathematical understanding to solve complex word problems.

In the first grade, students will know and understand at a grade-appropriate level:

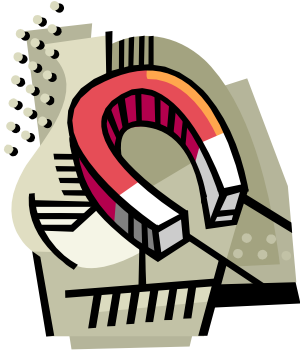
- how to apply problem solving strategies to problems involving mathematics in daily life.
- how to communicate orally and in writing the thought processes used in problem solving.
- computation processes, including adding and subtracting.
- the inverse relationship between addition and subtraction; how to apply this understanding when writing addition and subtraction facts.
- counting forward by ones, twos, fives, and tens; counting back by ones and tens.
- how to read and write three-digit numbers.
- the value of ones, tens, and hundreds in three-digit numbers.
- how to tell and show time to the hour and in five-minute increments using analog clocks as well as how to measure time using monthly calendars.
- uses for other measurement tools, such as rulers and thermometers; beginning measurement techniques with tools using both metric and non-metric scales.
- the identity and value of coins, including pennies, nickels, dimes.
- how to identify and distinguish between various two- and three-dimensional figures.
- that fractions are equal parts of some whole.
- how to interpret information from graphs; how to use tally marks.
- how to use calculators.



Grade 1 Social Studies

Students will acquire the knowledge and skills necessary to become informed, decision-making citizens of local, national, and global societies.

How Do We Get Along in School?	Discover how talking, listening, taking turns, and sharing help them create a picture with a partner—and help them get along in school.
Why Is It Important to Learn from Each Other?	Practice using important social skills, such as appropriate ways to greet, talk, and listen to each other, to explore their similarities and differences, and to celebrate their unique talents.
Why Do Schools Have Rules?	Play a game without rules to discover why rules are needed—in games and in school.
Who Helps Us at School?	Learn about the typical duties of a school teacher, principal, secretary, and custodian, and then act them out.
How Are We Good Helpers at School?	Explore four situations they might encounter at school and make choices and act out how they can be good helpers. Students learn they can make a difference when they help others, respect property, are positive, and solve problems.
What Is a Map?	Learn what a map is and what its basic elements are by creating a map of a story about an escaped mouse. Afterward, students create a map of their own.
What Was School Like Long Ago?	Work in groups to hypothesize how specific historical school and classroom artifacts were used in the past. Then they compare schools long ago with schools today.
What Groups Do We Belong To?	Identify common groups to which they belong and categorize different types of groups, such as school, family, and community groups.
How Are Families Special?	Write a “My Family Is Special” book about their family that describes family members, their favorite place at home, and favorite things their family likes to do. Then students share their books to see that all families are special in different ways.
What Do Families Need and Want?	Work in groups to explore the economic concept of needs and wants by creating camping triaramas that depict what families might need and want on a camping trip.
How Do Family Members Care for Each Other?	Categorize pictures that illustrate the different responsibilities family members have and create a family job chart that explains the different ways their own family members help out at home.
How Do Families Change?	View and discuss images depicting changing families in order to understand factors that have caused these changes.
What Are Family Traditions?	Experience traditions from different cultures and create a quilt square that illustrates their own traditions.
What Do Good Neighbors Do?	Create posters that exemplify qualities of a good neighbor.



Grade 1 Science

Students will develop the ability to observe, inquire and investigate to better understand, explain and apply scientific principles and processes in meaningful

ways.

In first grade, students engage in a variety of investigations to develop important skills and understandings in science. These include:

- Students observe mealworms progress through their life cycle.
- Students observe waxworms progress through their life cycle.
- Student prepare a habitat for insects and observe their behavior.
- Students observe butterflies and moths, and compare and contrast their behaviors and lifecycle.
- Students record weather over 4-8 weeks on a class calendar and in individual weather journals. Weather instruments are introduced to help students describe weather.
- Students monitor temperature, wind, and rainfall. Conditions are compared over time using graphs.
- Students explore properties of air. Using syringes and tubing, students discover that air has matter and occupies space, that it can be compressed and used to push objects around.
- Students construct and compare devices that use air, parachutes, propellers and gliders.
- Students compare objects that move with the wind. Students balance various shapes made from tag-board, students use counterweights to make objects balance and create a mobile.
- Students make tops and observe various spinning motions and how different variables impact the speed and balance of their tops.
- Students investigate rolling objects – wheels, cups and spheres and investigate the relationship between size, angle and speed.



Grade 1 Language Arts

Through the Reading/Language Arts Program, all students will read, write, speak and listen to acquire, clarify, apply and communicate knowledge and ideas as life-long learners.

By the end of first grade, students will know and understand at a grade-appropriate level:

Print Concepts:

- Understands text and illustrations convey meaning
- Reads text from left to right, top to bottom

Phonics:

- Uses strategies for trying vowel sounds
- Recognizes common blends and digraphs
- Applies strategies for decoding unfamiliar words when reading; these strategies include using context and letter/sound cues

Spelling:

- Applies spelling strategies when writing words; these strategies include using sound/letter relationships and using familiar, high frequency words

Sight Words:

- Knows 60+ sight words

Comprehension:

- Recognizes the many purposes for reading, writing, listening and speaking including entertainment and gaining or sharing information
- Applies comprehension strategies when reading or listening
- Shows awareness of different types of fiction/nonfiction
- Makes and checks predictions
- Identifies story elements and main idea
- Infers theme
- Sequences events and determines importance

Writing/Handwriting:

- Forms legible letters using appropriate spacing and size
- Writes words on a page from left to right, top to bottom
- Uses upper/lower case letters where appropriate
- Capitalizes the word "I"
- Uses capital letters at the start of sentence
- Uses end punctuation
- Uses steps in the writing process: prewriting, drafting, revising, editing and publishing

Speaking/Listening:

- Communicates and expands ideas through speaking and listening
- Follows rules of conversation and makes contributions to discussions
- Listens to classmates and responds to a variety of media

World Language – Grade 1



The purpose of the world language program in Whitefish Bay schools is to give students the opportunity to listen to, interact with, and begin to speak another language. Students receive an hour of instruction each week. At Richards, students are taught French. At Cumberland, students are taught Spanish.

The first grade World Language student will begin to learn to:

- Use salutations
- Count from 1 to 50, by 10's – 50, and simple math problems
- Recite the alphabet and vowels
- Identify group vocabulary
 - Colors and shapes
 - Calendar (days, months, seasons and weather)
 - Telling time to half hour
 - Clothing
 - Body parts
 - Family
 - Animals
 - Classroom objects
 - Sports
 - Transportation
- Demonstrate understanding of simple commands
- Understand various aspects of culture
 - Food
 - Music
 - Holidays
 - Dances

Elementary Specials Overview

General Music



The kindergarten through fifth grade music program offers a broad spectrum of opportunities designed to promote development on each child's musical potential. It is our goal to provide each student with the skills necessary to both create and enjoy music while understanding it as a universal means of expression. Lessons are designed to convey the joy of music that will encourage each child to seek musical opportunities later in life.

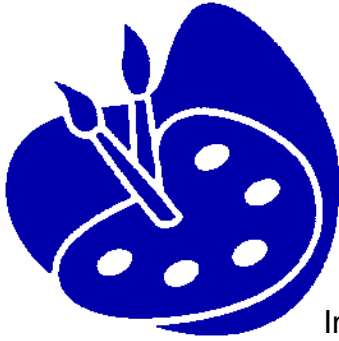
Beginning at the earliest level, students sing, chant, move, and dance to music composed by others while they are encouraged to alter, modify, expand, and improvise upon that music, later creating and composing music on their own. Throughout the elementary school years the children build skills of listening and responding, reading and writing music. The student's own voice is nurtured and good choral habits are stressed throughout the grades. Classroom instruments, both rhythmic and tonal, are used along with recorders at the third grade level and electric keyboards in the upper elementary classes.

The music literature in the classroom is chosen to reflect the backgrounds of our students as well as to expose them to the wide diversity of music created by the peoples of the world.

All children receive General Music instruction as per the time allotments shown below. In addition, fourth and fifth grade students may choose to be involved in the string program. Fifth grade students may choose to be involved in the band program. All fifth grade students are included in the fifth grade choir program.

General Music Time Allotments:

4-year-old kindergarten:	15 minute class once a week
half day 5-year-old kindergarten:	20 minute class twice a week
full day 5-year-old kindergarten:	20 minute class twice a week
first grade through fourth grade:	25 minute class 3 times per week
fifth grade:	50 minutes per week (either two 25 minute classes or one 50 minute class)
	PLUS
	One 40 minute choir period



Art

In the elementary art program, students will develop creativity and problem-solving skills, build and expand their understanding of art, and successfully manipulate a variety of media.

The elementary art curriculum allows students to begin to:

- Demonstrate understanding of artistic principles through effective use of media, tools, vocabulary and processes.
- Manipulate various media, materials and/or images to be expressive.
- Develop and relate his or her knowledge of art to themselves and others.
- Understand, discuss and respond to works of art.

Students experience a wide variety of materials and media in the elementary art program. They are shown proper techniques for creative use of materials. Projects are assigned with specific goals and criteria in mind, but allow for personal creativity and problem solving. When possible, art experiences link to school-wide as well as classroom learning themes and activities.

Learning experiences center around:

The Elements of Art

color
value
line
texture
shape
form
space

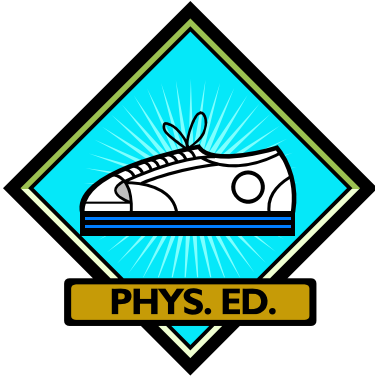
The Principals of Design

Balance
Emphasis
Harmony
Variety
Graduation
Rhythm
Proportion

Art Time Allotments:

Kindergarten: 30 minute class once a week
Grades 1-5 60 minute class once a week

Physical Education



Physical Education will enable each student to acquire the knowledge and skills to pursue and enjoy a lifetime of healthful activities.

Elementary physical education offers a wide variety of physical activities to our students. Our theme of “children learning to move and moving to learn” guides us to teach not only physical skills, but also movement concepts and principles needed for their development.

Optimal fitness for students ages 4 to 11 is the priority. Building healthy lifestyles through physical activity is discussed and practiced in every class. Good sportsmanship, teamwork, respect, and establishing positive attitudes and self-confidence are also common threads in each lesson. Students will learn responsible social and personal behavior in the gym while fitness and physical skills are practiced, and aerobic and sport-specific games are played.

We hope that children will wholeheartedly enjoy physical activity so it will become an integral part of their daily lives and carry over into adulthood.

Physical Education Time Allotments:

4-year-old kindergarten:	30 minute class once a week
half day 5-year-old kindergarten:	30 minute class once a week
full day 5-year-old kindergarten:	30 minute class twice a week
first grade through fourth grade:	25 minute class 3 times per week
fifth grade:	40 minute class 3 times per week



Technology

Students in Whitefish Bay utilize technology to enhance and extend their learning throughout the curriculum. Technology available includes classroom computers and computer labs with server and Internet access, classroom monitor/tv/vcr units, portable word processors, and a variety of peripheral equipment. Teachers design and implement technology experiences which allow students to access technology at developmentally appropriate stages. Technology application integrated with district standards enable students to:

- Use a variety of technology tools in order to facilitate and demonstrate learning across the curriculum.
- Use technology to communicate in various ways.
- Understand and operate computer systems and other technologies.
- Understand, respect and apply rules of ethics to be responsible users of technology.

Technology applications are integrated as appropriate throughout the elementary curriculum. Integrated word processing instruction is introduced in first grade, with new elements added each year through grade five. Word processing is integrated with other curricular areas such as reading, language arts, science, and social studies. Formal keyboarding instruction begins in third grade and builds through grade five. Efficient, safe, and ethical use of varied technologies is taught at all grade levels.