

Grade	Language Arts	Math	Library and Media	Social Studies and Science	Music	Art	Technology	World Language	P.E.
1 <sup>st</sup>	<p><b>Reading</b> Reading Workshop: -Mini-lesson -Independent and Partner Reading -Small Group Instruction -Conferring -Sharing</p> <p>-Oral Language Experiences -Interactive Read Aloud -Word Study</p> <p>-Flexible Reading Strategy Use: Phonetic (sounds/symbols), Semantic (reading for meaning) Syntactic (grammar)</p> <p>-Fry High Frequency Words</p> <p><b>Writing</b> -Handwriting - correct formation and spacing -Process Writing -Experiential writing</p> <p><b>Spelling</b> -Invented Spelling using sound/symbol relationships -Individualized spelling lists</p> <p><b>Resources:</b> Lucy Calkins' Reading Workshop, Orton Gillingham Phonics Instruction, decodable readers, trade books, Handwriting without Tears, Houghton Mifflin, Explode the Code, 6+1 Traits of Writing</p>	<p><b>Numeracy and Operations</b> -Number relationships, use of 5 and 10 as anchors -Ordering numbers -Computation strategies -Part-whole and part-part-whole relationships -Partitioning numbers -Addition in a variety of contexts (with modeling) -Writing number sentences -Odd and even numbers -Groupings of numbers (counting by 2s, 5s, 10ets) -Concept of subtraction -Strategies for math facts -Investigation of place value -Explorations of fractional parts (halves and fourths) -Mental Math/Thinking Strategies</p> <p><b>Measurement</b> -Compare and classify lengths of objects -Using non-standard units -Importance of unit size -Using calendars, time, money</p> <p><b>Data Analysis, Statistics and Probability</b> -Collection, recording (charts and graphs), analyzing, comparing</p> <p><b>Geometry</b> -Identify, compare, describe shapes -Attributes of 3-D objects -Concept of area -Exploration of 3-D objects</p> <p><b>Algebra</b> -Identify, describe, and extend patterns -Symmetry exploration</p> <p><b>Problem Solving</b> -Connections to science and language arts -Labs, journaling, verbal and written mathematical communication</p> <p>Resources: Trailblazers, Developing Mathematical Processes</p>	<p><b>Basic Library Skills:</b> -Finding &amp; choosing books -Five finger rule -Using a shelf marker -book care -Library citizenship -Listening skills -Library neighborhoods (easy, nonfiction, junior reader, paperback, fiction, graphic novel)</p> <p><b>Literature &amp; Genre:</b> -Story Elements -Fairytales -Poetry -Rhyming books -Author &amp; illustrator study -Class book making -Introduce concept of theme -Caldecott Winners</p> <p><b>Information Skills:</b> -Exploring different formats of information gathering -Responding to information in a variety of ways</p>	<p>-“Me” – Our GDS Community -"Me.....In the Family" -Thanksgiving -Holiday Customs Around the World -The Calendar -People at Work -Famous Historical Figures -Australia</p> <p><b>Science</b> -Environmental Sustainability: -recycling -anti-litter -Insects: -Butterflies -Symmetry -Life cycle</p> <p>-Space Study -Vertebrates -Invertebrates -Dinosaurs -Classification of animals (dinosaurs, mammals, reptiles, amphibians, birds, marine life)</p>	<p>*Suzuki program available  -Demonstrates and creates movement in response to music  -Assigns symbols and terms to expressive qualities of music  -Vocalizes alone and with a group  -Reads rhythm and pitch notation  -Plays songs using Orff/Suzuki instruments  -Learns about the orchestral instrument families  -Practices performance etiquette for various concerts/outreach  -Studies historic composers  -Surveys Australian children’s music to compliment class curriculum</p>	<p>-Continue to study elements of design  -Exposure to composition and design concepts  -Art History  -Create representational art based on people, animals and nature  -Learn various artistic terms  -Develop problem-solving, communication and collaboration skills through the creation of artwork</p>	<p>-Login to various accounts using personal password/login information  -Enter, select, delete text, align, resize  -Create, open, save, and print a project on Wixie  -Describe basic issues related to the responsible and safe use of technology (ex: respect for others’ electronic property, maintaining confidentiality)  - Discuss ownership of computer-created work  - Use teacher-selected Internet resources/info. to identify, discuss, and chart elements that make an online resource useful, appropriate, and safe as a class.  - Use multimedia software to illustrate words, phrases and concepts  -Use iMovie to share information gathered on various topics  -Use Dropbox and/or Google Drive to upload and share files and projects  -Scan QR codes to access websites, images, and more  -Use various apps and websites to reinforce concepts learned in the classroom  -Explore the basics of computer coding</p>	<p>Students receive exposure to the sound and culture of a world language  Students are exposed to and begin to learn:  -Continued exposure to concepts and vocabulary from the earlier grades as well as: -Things in my backpack/classroom  -Foods and drinks  -Chinese Zodiac animals  -Describing friends and family  -Shapes and sizes  -My room  -More weather  -Pastimes and sports  -Be familiar with traditional Chinese celebrations and customs  -Chinese celebrations and customs</p>	<p>-Locomotor movements &amp; spatial awareness  -Jumping &amp; landing  -Cooperative games  -Educational gymnastics  -Dribbling (w/hands &amp; feet)  -Passing, receiving &amp; kicking  -Throwing and catching  -Striking w/ implements (soft paddles)  -Educational games  - Creative movement  - Personal Responsibility: following rules and taking turns  -Independence- being active, healthy, and safe</p>

**Genius Hour** spans across the entire curriculum

**Guidance** – Second Step: Perspective Taking, Problem Solving, Emotion Management, Empathy

**Experiential Education** – Butterfly Garden, Greensboro Science Center, Carolina Theatre, North Carolina Zoo, Lake Higgins

**Service-** Emeritus Assisted Living – students sing and play instruments, GUM