



Pine Creek Elementary

First Grade

Curriculum Guide

2018-2019

First Grade Information

Welcome to First Grade at Pine Creek Elementary, Bennington Public Schools. Following is a list of items we hope you will find useful. If at any time you have further questions, we encourage you to email your child's teacher or call school. We can be reached between the hours of 7:50 A.M. and 3:50 P.M. We value open and frequent communication with parents as an essential element in the education process of your child.

1. SCHOOL ADDRESS

Pine Creek Elementary
7801 N. HWS Cleveland Blvd.
Bennington, NE 68007

2. Pine Creek Elementary Phone 402-238-2372

3. SCHOOL HOURS 8:20-3:07

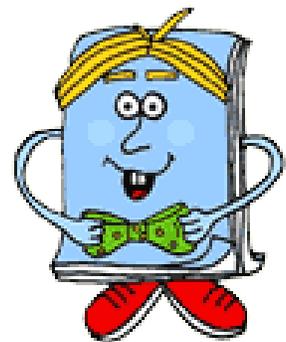


4. LUNCH TICKETS

Please keep a positive-running lunch balance in your child's lunch account.

5. HOMEWORK

Weekly activities will be sent home throughout the year. There is usually enough time allowed during class for students to complete daily assignments. However, if a student does not complete his/her work in class, he/she may be asked to take it home to finish. Please check backpacks and folders daily, as there may be important materials enclosed.



6. ABSENCES

We would appreciate your continued cooperation in phoning the school office as soon as possible, after 7:30 AM, if your child will be absent.

7. SUPPLIES

Please check periodically with your child to make sure they are equipped with glue, scissors, pencils, and crayons (the essentials). A supply list can be obtained from the school office if needed.

8. Classroom Management

Discipline with Purpose

The district uses the Discipline with Purpose curriculum to teach and promote self-discipline in and out of the classroom. There are fifteen self-discipline skills that give the students fifteen

opportunities to “WAIT” and make the right choice. The skills are categorized in three skill areas: Basic Skills, Constructive Skills, and Generative Skills. A skill is taught and revisited each month.

Basic Skills-listening, following instructions, questioning, sharing-time, space, people & things, and basic social skills

Constructive Skills-cooperating with others, understanding the rules, completing a task, exhibiting leadership, and communicating effectively

Generative Skills-organizing-time, space, people & things, resolving mutual problems, taking the initiative in problem solving, distinguishing fact from feeling, and sacrificing and serving others.

DOJO

Pine Creek has adopted Class DOJO as a school-wide discipline program that correlates with the Discipline with Purpose skills. This program records positive points for the student when demonstrating Discipline with Purpose skills. It also records needs improvement when a child has not met the expectation of the skills. This program helps Pine Creek create a positive culture school-wide, it gives students a voice to show off their skills and classwork, and helps share information with parents along with class videos and photos of wonderful classroom moments.

Bennington Public Schools First Grade Program

Bennington Public Schools Mission Statement:

The mission of the Bennington Public Schools is to provide educational opportunities in a safe, caring environment that will prepare all students to meet the challenges of the future.

PROGRAM OVERVIEW:

- *Reading, writing, and phonics* instruction share a major portion of each day’s instructional format. A literacy rich environment provides students with meaningful reading, writing, listening and speaking activities.
- *Math* is taught with an emphasis on basic math concepts and facts, while teaching children to become problem solvers and critical thinkers.
- *Science* provides students with the opportunities to explore science concepts that

include inquiry, the scientific process, life, earth, physical and health topics presented in a hands-on format.

- *Social Studies* provide students with basic learning in the areas of history, economics, geography, and citizenship.
- *Personal and social development* is integrated on a daily basis as students learn to work and interact with other students and adults in a positive and productive way.

High expectations are held for all students to grow and develop to their greatest potential.

Rules of respect for one another and responsibility for oneself are stressed. Students listen to one another, solve conflicts and become sensitive to one another's feelings.

Parents and teachers work together as partners in the educational decision-making process for students.

Student Evaluation, Assessment and Portfolios

Children are evaluated on their strengths and growth throughout the year. Information is shared with parents during our fall and spring conferences. The children are given state assessments throughout the year in all core curriculum subjects. All assessments are aligned with the state standards. District Assessment Reports, containing student proficiency levels are provided to parents at conferences, and at the end of the year.

***Parents are encouraged to contact their child's teacher when questions arise throughout the school year. ***

Writing Process

The children will be encouraged to write every day. Our writing curriculum is *Scholastic Traits Writing*. It is important to positively encourage your child to write creatively first and worry about the specifics of writing second. Your child will be at various stages of writing. Encourage your child to use print that is around him. There are 6 traits to the writing process that your child will be exposed to throughout the year. They are: ideas and content, organization, word choice, voice, sentence fluency, conventions

Ideas and content

It sticks to one idea

I know this topic well

I have included interesting details not everyone

would think of

My paper has a purpose

Once you start reading you will not want to stop

Organization

Starts out with a bang
Has a good beginning, middle and end
It builds to the good parts
You can follow it easily
At the end it feels finished

Word Choice

You can tell I wrote this
My personality shows because I used feeling words
My writing makes the reader feel something
I am not afraid to write what I really think

Voice

My writing matches the purpose and my audience
I am sure that my writing is easy to read aloud

I care about my writing
My tone and style are engaging
I asked myself, "Does this sound like me?"

Conventions

I don't have many mistakes in my paper
I have used capital letters correctly
Periods, exclamation marks, and question marks are in the right places
Almost every word is spelled correctly
My writing is easy to read

Sentence Fluency

My sentences have different beginnings and patterns
My sentences are well constructed

Math

At Bennington Public Schools, we use *Bridges in Mathematics* by The Math Learning Center as our primary math source. Our program is geared to developing problem solving strategies and mathematical concepts. In addition, the 1st grade math standards are as follows:

- * Identify number relations and place value through hundreds
- * Skip counting and number patterns
- * Show and understanding of whole numbers and fractional parts
- * Solve one and two digit addition, subtraction, and story problems
- * Demonstrate the use of systems of measurement including time and money
- * Identify and understand geometric terms and ideas
- * Count, organize and interpret information from a graph
- * Identify and extend a variety of patterns
- * Identify, develop, and apply strategies to solve problems
- * Complete number sentences using math symbols



Reading

Bennington Public Schools adopted district reading curriculum is McGraw-Hill Reading

Wonders ©2014 for grades K-5. *Reading Wonders* is designed specifically for the State Standards for Reading/Language Arts. Combining research-based instruction with new tools to meet today's challenges, every component and every lesson is designed for effective and efficient instruction.

The program provides support for

- Building a strong reading foundation
- Accessing complex text
- Finding and using text evidence
- Engaging in collaborative conversations
- Writing to sources

Using a rich range of diverse print and digital media, *Wonders* provides the instructional support and materials that were created to teach the rigor, intent, and depth of the new State Standards.

We offer various components to our reading instruction. These components are:

- * Teacher Read Aloud
- * Enjoyment of literature
- * Modeling of literature behaviors
- * Shared Reading
- * Large group instruction
- * Common text
- * Teacher models application of skills and strategies
- * Guided Reading
- * Small group instruction
- * Strategy instruction and practice
- * Literature Study
- * Small group instruction
- * Literary interpretation and enjoyment
- * Reader's Theatre
 - On occasion, parents will be invited to view our Reader's Theatre performances.
- * Spelling
- * Whole group instruction
- * Words taken from weekly *Wonders* units
- * Teaches phonics and high frequency words



Handwriting

First graders will use *Zaner-Bloser* publishers to learn handwriting skills. Instruction includes

proper letter formation (shape), spacing, size, and slant.

Social Studies

Our First grade Social Studies curriculum is *McGraw Hill: Our Community and Beyond* and includes map skills and citizenship lessons, biographies and cultural experiences as well as units titled:

- * People and Traditions
- * Where We Live
- * Beginning Economics
- * Good Citizens

Science

Our first grade science includes units on:

- How Scientists Work
- Technology All Around Us
- Animals
- Plants
- Environments
- Earth's Resources
- Weather and Seasons
- Objects in the Sky
- All About Matter
- Forces and Energy

Some of our themes or units for Social Studies and Science in addition to the curriculum are:

- * Fire Safety
- * Nocturnal Animals
- * Native Americans and Pilgrims
- * Earth, Sky, and Planets
- * Polar Regions
- * Martin Luther King Jr.
- * Oceans
- * Rain Forest
- * President's Day

Specials

Pine Creek Elementary Guidance

Once a week in Bennington Public Schools, our elementary guidance counselor will come to the classroom. The curriculum our district uses for our guidance program is through the Mendez Foundation. In the fall we do a program entitled Too Good for Violence, and in the spring we do Too Good for Drugs. Topics such as drugs, alcohol, tobacco, bullying, and peer pressure are covered. In addition, we learn about creating a healthy lifestyle through friendship, effective communication, self-care, and managing emotions. We teach these subjects through role-plays, games, and activities.

Supplemental topics beyond our Mendez curriculum are also studied such as career exploration, academic success, empathy/self-esteem, safety and stranger danger.

In addition to classroom guidance instruction, our counselor is available to work with individual students and small groups. Groups are available for topics such as learning social skills, making friends, coping with grief/loss and adjusting to divorce/separation.

Physical Education

The primary purpose of the physical education program is to provide students with the opportunities to gain the knowledge, understanding, and skills to practice healthy physical activities throughout their lives. All students are taught to work together and treat others with respect and good sportsmanship.

Art

The elementary art curriculum encompasses the Art Elements and Design Principles in a comprehensive art education model and uses the National Art Standards.

Big Ideas

Unit 1: Line and Shape

Unit 2: Space and Form

Unit 3: Color

Unit 4: Texture, Pattern and Rhythm

Unit 5: Space, Proportion and Distortion

Unit 6: Balance, Variety, Unity and Harmony

Focus

Elements

Line – Sketch

Color – Monochromatic

Shape – Two Dimensional

Value – Tints & Shades

Space – Background/Foreground/Middle ground

Positive & Negative Space

Form – Three Dimensional

Principles

Proportion – Knee's & Elbows

Balance – Radial Balance

Contrast – Shape Contrast

Unity/Variety – A Cohesive Unit

Spanish

Students will receive a "Spanish Squares" sheet at the beginning of each unit. It has 5 tasks or skills the students need to master by the end of the unit. Students are asked to practice the skills at home and return the individual squares signed when the skill is mastered.

Unit 1: Numbers 1-20 Unit 2: All Colors Unit 3: Body Parts

Find vocabulary lists, copies of assignments and Spanish Squares at:

<http://bennington.ishareinfo.org/kadeshina/index.cfm>

Music

General/Vocal Music

Kindergarten – Grade 3

Content Standards

Music lessons teach the following sequentially from Kindergarten through third grade, throughout the year and the sequence of grades.

- * Singing, alone and with others, a varied repertoire of music.
 - High, medium, low ranges
 - Sing a pentatonic song with pitch accuracy
 - Sing from a varied repertoire of songs
 - Sing songs from different cultures and different eras
- * Reading and Notation of Melody and rhythm
 - Steady beat, no beat, fast, slow
 - Short and long sounds, silence and sound
 - Quarter notes, half notes, eighth notes, whole notes and corresponding rests, 2/4, 3/4, & 4/4 meters
 - Space notes, line notes, melodic contour, upward, downward, pitch names
 - Bar line, measure, double bar line, repeat sign, ties, phrases,
 - Accent, staccato, marcato, legato, syncopation
 - Loud, soft, pp through ff dynamic markings, cresc., decresc.
 - Pentatonic scale, major scale
 - Learn and use notes as pitches and rhythm on the music staff
 - Recognize when melodies move by step, skip or repeated notes
 - Learn pitch names
 - Sharps, flats, naturals, treble clef, ledger lines
- * Perform on unpitched instruments, recognize instruments by sight and sound
 - Play a steady beat on instrument
 - Play a rhythm to a known song
 - Use instruments properly
 - Play rhythm notation
 - Recognize instrument families of the orchestra and band
 - Introduce instruments from different cultures
- * Introducing the structural components of form and harmony.
 - Same/ different, using pictures, icons, letter, patterns,
 - Call and response, question and answer, Introduction, Interlude

- Sectional forms: AB, ABA, Rondo, Theme and Variations
- Ostinato, round, countermelody, partner songs, harmony in 3rds & 6ths
- * Composing, arranging and improvising melodies, rhythms, variations and accompaniments within specified guidelines as a class.
 - Listening to, analyzing, evaluating and describing music and music performances and styles
 - Listening to many different genres of musical style
 - Listening to or performing music of various cultures
- * Understanding music in relation to history and culture.

Library/Technology

In library, we focus on books that encourage the reading growth at each student's level. The goal is to enhance the curriculum taught in the classroom by using the same subject matter that is being covered. If possible, this is then incorporated with a technology project. Students are allowed to check out one book per week.

Technology skills that are practiced include logging in to the computer, finding websites, manipulating tabs that are open, working with the mouse, and creating items through drawing programs. Cyber safety is covered in the first weeks of school.