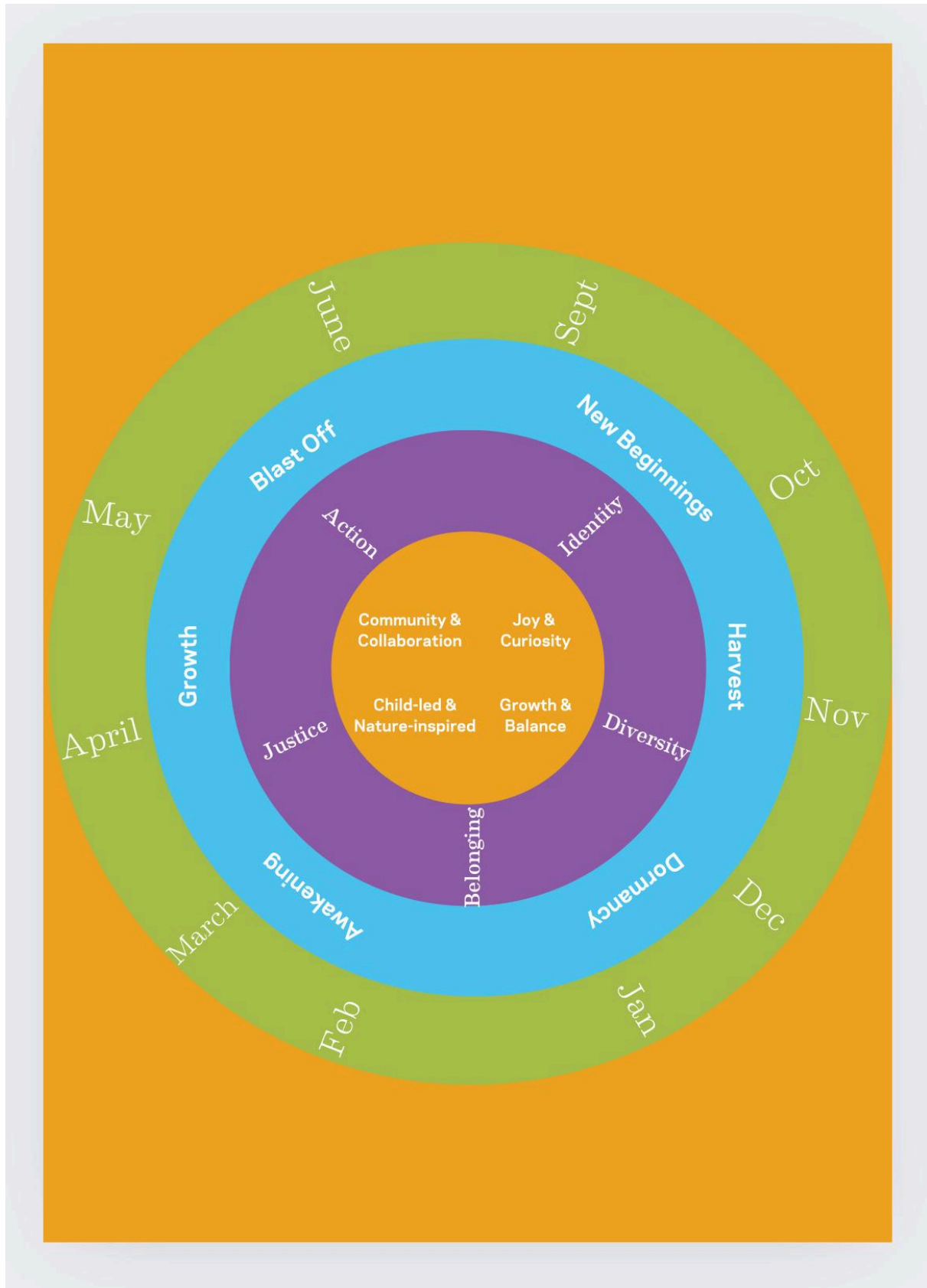


# 2025 Curriculum Night

## All-School Yearly Schedule



## Bluebirds (Lower Carriage House) Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday			
8:00	Teacher Prep/Team Meetings (8:00-8:30)							
8:15								
8:30	Student Arrival and Settling In (8:30-8:45)							
8:45	Morning Meeting (8:45-9:00)							
9:00	Morning Work/Project Time (9:00-9:30)							
9:15								
9:30	All Carriage House Snack (9:30-9:45)				Morning Work Con't (9:30-10)			
9:45	All Carriage House Phonics/Reading Groups (9:45-10:15)							
10:00					Snack (10-10:15)			
10:15	All Carriage House B.E.A.M. (10:20-11:05)				All School Gathering (10:15-10:45)			
10:30								
10:45					All School Links Choice (10:45-11:45)			
11:00	Water/Bathroom/Layer Changes Break (11:05-11:15)							
11:15	All Carriage House Math Groups (11:15-11:45)							
11:30								
11:45	All Carriage House Lunch (11:45-12:15) <i>T/Th Debbie Read</i>							
12:00								
12:15	All Upstairs (Carriage House and Neighborhood) Playground Free Play (12:15-1)				All Upstairs Playground (12:15-1:15)			
12:30								
12:45								
1:00	Peace Time (1-1:15)				All Upstairs Soji (1:15-1:45)			
1:15	Afternoon Project Time (1:15-2:30)							
1:30								
1:45								
2:00								
2:15	All Upstairs Workshops (1:45-2:30)							
2:30					Classroom Jobs (2:30-2:45)			
2:45	Dismissal							

## **Morning Meeting**

This is a time to gather together as a Lower Carriage House Bluebird community. We start with a singing bowl meditation to quiet our minds and bodies, and allow ourselves to prepare for our day of learning together. We read a Morning Message that lets us know what day it is and anything in store for us that day. (eg. "It is Links Friday!" or "Hot day! Take lots of sips of water.") Lastly, the Morning Message leads us into our morning work session. Sometimes this might be a journal prompt, a math challenge, a group brainstorming session as we get a new project started, or an invitation to get back into an already-established ongoing project.

## **Work and Project Times**

### **Designed for Building Executive Functioning Skills**

Lower Carriage House project based work is designed to build off of the work done in the Neighborhood and move toward the more independent Project Based Learning approach of the Upper Carriage House. Every large project uses collaborative and individual planning documents that build students' abilities to organize their thoughts, manage their time, keep track of their progress, and improve their quality of work. Some examples:

- Creating project standards together
- Following the Writing Process (universal in most private and public school settings)
- Using self/peer/teacher Revising and Editing documents
- Using peer/teacher Feedback Forms
- Using To Do lists and other check lists to keep track of materials

## **Creek Journals**

Creek Journaling is an observation and writing project that lasts all school year. In September, the children hike down to the creek behind campus carrying their classroom journals. They each choose a special spot near the creek that they will continue to visit about once a month throughout the school year. While at their spot they are charged with using their senses to notice the wonder of nature around them, writing and drawing in detail about what they see, hear, smell, and feel (but not taste). As the year progresses they are asked to note any changes that have occurred. The writing in their classroom journal is considered a rough draft as they work through the Writing Process to create a final copy of their writing and an accompanying illustration to add to a separate Creek Journal. The finished Creek Journal has a cover designed and created by the children. By the end of the school year each child's Creek Journal tells a unique, beautiful story inspired by the cycles of nature from their special spot by our beloved creek.

## **Phonics and Math Communication**

In order to communicate what your child has specifically learned during their Phonics or Reading and Math small group times, we will be sending home their work periodically along with an email that contextualizes the work samples.

# Tang Math

Local districts and Randolph alike use Tang Math for a sequenced, research-based scope of study that covers skills across developmental stages. This tool provides teachers with ready access to models that can illustrate strategies for children, as well as practice problems to solve. This is all about skill-building, and the chance to apply these skills comes up throughout the rest of their days here at school. Below is an example of the standards-based curriculum's scope and sequence, with a summary of some of the skills each group is working on.

### Teacher View:

TANG MATH

Welcome Renée's Class! ▼

Lessons

Lessons

Grade 2

Search

Unit 1: Tune Up

Unit PDFs

Expand

Place Value to 100

Lesson 1: [Expanded Form & Nicknames to 20](#)

Lesson 2: [Expanded Form & Nicknames to 100](#)

Lesson 3: [Subitize Quick Images](#)

Lesson 4: [Shift 10 – Base 10 Discs](#)

Lesson 5: [Shift 10 – Number Bonds](#)

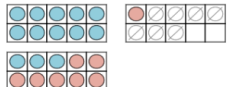
Add to 100

Lesson 6: [Make 10 Strategy](#)

Lesson 7: [Make 20 Strategy](#)

Use the **make 20** strategy.

$13+8=\underline{21}$



Add how many to make 20?

7

Make 20 Strategy

Generalize from the Make 10 Strategy to the Make 20 Strategy. Use ten frames and number bonds to add a teen number and a single-digit number. What's  $13+8$ ? Need 7 to make 20. Break 8 into 7 and 1.  $13+7 = 20$ .  $20+1 = 21$ . What's  $14+9$ ? Break 9 into 6 and 3.  $14+6 = 20$ .  $20+3 = 23$ . First make 20, then add the rest.

Teach C

Teach P

Teach A

Lesson PDFs

Lesson 8: [Make 10s Strategy](#)

Lesson 9: [Make 10 with 3 Addends](#)

### Topics and Skills Covered:

Renée	Jackie
<ul style="list-style-type: none"> <li>● Place Value and adding/subtracting within 100 (single and double digit)</li> <li>● Word problems within 20 (later word problems to 100)</li> <li>● Grouping to 100 (pre-multiplication)</li> <li>● Multiplication</li> <li>● Data using picture, bar and line graphs</li> <li>● Fractions foundations</li> <li>● Measurement</li> <li>● Telling Time</li> </ul>	<ul style="list-style-type: none"> <li>● Place Value and Adding/subtracting within 1,000</li> <li>● Rounding</li> <li>● Word problems</li> <li>● Multiplication</li> <li>● Division</li> <li>● Order of Operations</li> <li>● Graphing</li> <li>● Fractions</li> <li>● Measurement</li> <li>● Telling Time</li> </ul>

Kid View:

Concrete:

TANG MATH

Welcome Renée's Class! ▾

Teach C ▾100% ▾Create Worksheets

New ProblemBackNext?

●	●	●	●	●
●	●	●	●	●

●	○	○	○	○

●	●	●	●	●
●	●	●	●	●

Pictorial:

TANG MATH

Welcome Renée's Class! ▾

Teach P ▾100% ▾Create Worksheets

New ProblemBackNext?

5	4
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Abstract:

TANG MATH

Welcome Renée's Class! ▾

Teach A ▾100% ▾Create Worksheets

New ProblemBackNext?

## Phonics

Reading is the foundation which other learning is built upon. Fluent and efficient decoding skills combined with an ability to critically examine, question and discuss content are the driving standards that shape our literacy program.

In order to ensure that each learner has the phonological and literacy skills they need to interact with our curriculum and broader world, students receive small group, direct instruction in phonics or reading 4 days per week. We use *Reading, Phonics and Me* from Learning Without Tears, which is aligned with the Science of Reading and supplies a streamlined scope and sequence that ensures that we are building the foundational literacy skills that all children need.

### Topics and Skills Covered:

Renée	Jackie
<ul style="list-style-type: none"><li>• Consonant Blends with l, r, s, n, and m</li><li>• Long vowels with silent e</li><li>• Inflectional endings -ed and -ing with and without spelling changes</li><li>• Compound words</li><li>• Two-syllable words with double consonants</li><li>• Long a spelled -ai, -ay</li><li>• Long e spelled -ee, -ea, -y</li><li>• Long o spelled -oa, -ow</li><li>• Long i spelled -y, -ie</li><li>• R-controlled vowels -ar, -ir, -er, -or, -ur</li><li>• Diphthong /oi/ spelled -oi, -oy</li></ul>	<ul style="list-style-type: none"><li>• Long i in -ind, -ild</li><li>• Long o in -old, -olt, -ost</li><li>• R-controlled vowels -air, -ear, -are, -wor</li><li>• Vowel “aw” spelled -aw, -au, -all</li><li>• Two-syllable words<ul style="list-style-type: none"><li>○ Closed</li><li>○ Open and Closed</li><li>○ With blends and digraphs</li><li>○ With consonant +le</li></ul></li><li>• Silent letters -wr, -kn, -gn, -mb</li><li>• Three letter consonant blends</li><li>• Consonants blends with digraphs</li><li>• Inflectional endings -er, -est</li><li>• Prefixes -un, -re, -mis, -dis</li><li>• Homophones</li><li>• Suffixes -y, -ly, -full, -less, -sion, -tion, -ment, -ness</li></ul>

