

Hello, First Grade Families!

Welcome to the First Grade program at W.H. Rowe School. We are so happy to have you here. This document is designed to provide you with some general information about our programming, however, if you have any questions or would like additional information, please never hesitate to reach out.

Social and Emotional Development

Teachers at Rowe School use the Responsive Classroom approach throughout the day. Responsive Classroom is a philosophical approach that focuses on the proactive development of both academic and social-emotional skills. The focus is on creating a safe environment and learning conditions that promote community, citizenship and developing interpersonal skills so young learners can do their best learning.

Our school-wide motto is: At home and at school we are **Safe, Kind, Helpful** and **Polite**. These are our four core values that drive our school rules and expectations.

Each classroom has its own set of rules created by the students in the first few weeks of school. The adults at Rowe School take time to model and teach children how to translate these rules into action in different situations. At the beginning of the year, we introduce rules and behavior expectations and guide students in practicing them. When learners demonstrate these expected behaviors, we let them know we see the great things they are doing!

When children demonstrate behaviors that are not in alignment with school rules and expectations, the adults at school handle the misbehavior firmly while preserving the child's dignity. Our goals in handling misbehaviors are to stop the behavior, to help learners understand the impact of that behavior and then to practice the skills necessary to not exhibit the same behavior in the future. The first step is to redirect the behavior. If that attempt does not work, additional steps will be taken to ensure the child is able to regain self-control, fix problems caused by their mistake, and get back to productive learning.

At Rowe School, we firmly believe that all children want to and can meet expectations. We value partnering with learners and their families to help students do well in school and to feel good about being at school.

If you have any questions about the Responsive Classroom approach, please feel free to contact Kelli Rogers, Principal (kelli_rogers@yarmouthschools.org) or Kristin Dunn, School Counselor (kristin_dunn@yarmouthschools.org).

Unified Arts

Listed below are the top five things we expect your child to know by the end of their time at Rowe School in each of the Unified Arts Areas. Please understand that while these are “big concepts”, your child will be introduced to lots of other concepts during Unified Arts classes. More specific information regarding classroom activities will be coming home throughout the year. Our goal is to build programs that maximize success and build confidence for all children in our areas. Please feel free to contact us at any time with questions or concerns regarding your child's progress or with any information you think would be helpful for working with your child.

In **ART** class, your child will:

- Work with and explore a variety of art forms, including sculpture, painting, drawing and collage
- Create artwork that focuses on the use of color, shape, line, texture and pattern
- Develop, refine and strengthen fine motor skills
- Learn to see the world through “artist eyes” and discuss the idea of inspiration

In **MUSIC** class, your child will:

Continue to develop their healthy singing voices through songs and handsign solfege.

Build their rhythmic repertoire and develop their confidence as literate musicians by reading, composing, and performing.

Play various classroom instruments and learn the proper technique for each.

Make SEL connections through listening and describing music.

Experience music from a range of cultures and time periods.

Prepare for and perform in the Rowe Show: a whole first grade performance on stage at the high school.

In **LIBRARY** class, your child will:

Independently uses knowledge of arrangement of library to locate materials of interest.

Distinguish between fiction, nonfiction, chapter books, graphic novels, reference books.

Formulate questions related to reading activities.

Draws conclusions about main idea of a story.

Presents facts and simple answers to questions.

In **PHYSICAL EDUCATION** class, your child will:

Learn and practice:

Physical skills of gross motor development. Engage in different ways to move and interact with manipulatives.

Practice social skills related to sportsmanship, cooperation small group work and personal safety.

Develop self confidence in a physical activity setting. Reflect upon developing healthy habits.

In **SPANISH** class, your child will:

Engage in conversations that allow them to communicate, compare and connect topics with their native language and the world they live in.

The topics covered in the Spanish first grade curriculum are:

Greetings and interpersonal communication: the students will be able to understand and use common questions and expressions.

Buenas tardes

¿Cómo te llamas tú? Me llamo...

¿Cómo estás tú? Estoy bien, estoy más o menos

¿Qué te gusta? Me gusta...

¿Qué ves? Yo veo...

I can Compare and describe myself: Using opposite adjectives, the students are able to describe themselves choosing the most appropriate words to describe themselves and others in real situations.

Los animales: this specific vocabulary helps the students to use common expressions learned since Kindergarten. The students can use numbers, body parts and adjectives to talk about the animals and name them in Spanish.

La comida: the students can express their own likes and dislikes while learning new vocabulary related to food.

¿Qué día es hoy? y ¿Cuándo es mi cumpleaños? The students can state the day of the week, the month, and the year in order to identify different events happening on that date, for example special cultural events like New Year, Day of the Dead, International Book Day, and other important dates for Spanish-speaking cultures and the students' own culture.

Literacy in First Grade

In Reading and Writing class, your child will engage in a reading in a mini-lesson followed by independent and partner reading time. During independent and partner reading time the classroom teacher will provide small group lessons and/or individual reading conferences with readers.

First Grade Reading and Writing Units

	Reading	Writing
September/ October	Building Good Reading Habits - Rereading habits - Strong reading habits for before, during, and after reading - Habits for making sense of books	Narrative - Telling and writing true stories - Illustrating our stories
November/ December	Word Detectives - Looking closely at words in books - Looking closely at vowels (phonics) - Looking closely to solve longer words	How-To Teaching others how to do something
January/ February	Learning about the World - Approaching books and the world with curiosity and wonder - Learning together - Readers can learn and teach - More phonics work	Persuasive, Non-Fiction - Writing to make the world a better place - Writing letters to persuade others - Writing informational books to teach about topics
March/ April	Poetry and Readers Have Big Jobs - Reading many different types of poems - The big job of monitoring our reading - Working hard to understand books and build meaning - Use everything we know to decode words and build fluency.	Poetry Writing all kinds of poems
May/ June	Meeting Characters and Learning Lessons - Readers go on adventures in books - Learning about and alongside characters - Comparing and contrasting characters and their adventures	Realistic Fiction and Choice Writing - Students using voice and choice to write things that matter to them - Writing fictional books

Foundational Skills/ Word Study in First Grade

Bridge to Reading incorporates the latest research on how children learn to read to provide daily foundational skills instruction. Lessons are multi-sensory and give students time to reason through the sound-spelling relationships when constructing words, blending words, and segmenting words. These routines provide children with daily opportunities to build foundational skills and develop automaticity with the sounds they hear and the letters and words they see in print.

Alphabet Knowledge	● Letter names and sounds the letters represent
Handwriting	● Letter Formation
Phonological Awareness Phonemic Awareness Phonics	● Rhyming ● Isolating sounds in words ● Segmenting sounds in words ● Blending and Segmenting Syllables ● Adding, deleting, and substituting sounds in words ● Blending sounds to read words ● Syllable types
High-Frequency Words	● Reading and spelling common words

Math in First Grade

Everyday Mathematics is based on decades of research and is engineered to ensure that all students have the opportunity to succeed. Students build depth of knowledge with repeated exposure to key ideas in different contexts over time.

Real-life Problem Solving

Each *Everyday Mathematics* lesson includes time for whole-class instruction as well as small-group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended problem-solving, hands-on explorations, long-term projects, and ongoing practice.

Emphasis on Communication

Throughout the *Everyday Mathematics* curriculum, students are encouraged to explain and discuss their mathematical thinking. Opportunities to verbalize their thoughts and strategies give children the chance to clarify their thinking and gain insights from others.

Balanced Instruction

Each *Everyday Mathematics* lesson includes time for whole-class instruction as well as small-group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended problem-solving, hands-on explorations, long-term projects, and ongoing practice.

Everyday Mathematics and Maine Learning Results in Mathematics Math Standards	
Operations and Algebraic Thinking	• Represent and solve problems involving addition and subtraction • Understand and apply properties of operations and the relationship between addition and subtraction • Add and subtract within 20 • Work with addition and subtraction equations
Number and Operations in Base Ten	• Extend the count sequence (count from 1 to 120 starting and any number. Read, write, and represent any number in this range.) • Understand place value • Use place value understanding and properties of operations to add and subtract •
Measurement and Data	• Measure lengths indirectly and by iterating length units • Tell time and write time • Represent and interpret data
Geometry	• Reason with shapes and their attributes

