



# Edgartown School

## First Grade Syllabus

### 2024-2025

1S

Denise Searle  
Amelia Durawa

1Wh

Jessica Whitely  
Judy Maynard

1Wi

Sarah Williams  
Rich Pease

Welcome to a fun and exciting year of learning! In first grade, we will explore new concepts, develop important skills, and have many opportunities to grow as students and individuals. This syllabus will give you an overview of what we will cover throughout the year.

## Curriculum Overview

### English Language Arts (ELA)

ELA in First Grade includes direct instruction and practice in Reading, Writing, Speaking & Listening, and Language



Heggerty

Bridge  Reading  
Foundational Skills Curriculum

- Reading - Reading instruction focuses on phonemic awareness, decoding skills, high frequency words, comprehension, and fluency. We will read a variety of texts including stories, poems, and informational books.
- Writing - Writing in first grade focuses on sentence formation, spelling, and writing routinely for a range of tasks, purposes and audiences. Students will practice writing simple sentences and stories, focusing on spelling patterns, punctuation and proper letter formation
- Speaking and Listening - The focus of our instruction and practice in this area is on following directions, sharing ideas, and participating in discussions.
- Language - Students will learn a command of standard English grammar and usage when writing or speaking. They will acquire new vocabulary and apply this knowledge to comprehension and conversation.

## Math

Math in First Grade includes direct instruction and practice in Operations & Algebraic Thinking, Number & Operations in Base Ten, Measurement & Data, and Geometry.

Students will be working on:

- Counting to 120 starting at any number less than 120.
- Solving addition and subtraction word problems within 20 using objects, drawings, or an equation
- Quickly and accurately adding with a sum of 10 or less (for example,  $3 + 7$ )
- Quickly and accurately subtracting from a number of 10 or less (for example,  $7 - 5$ )
- Understanding what the digits mean in two-digit numbers (place value); for example, the number 42 has 4 tens and 2 ones
- Using the symbols  $<$ ,  $>$ , and  $=$  to compare numbers
- Understanding place value and use different strategies to add a two-digit number to a one digit number and adding a two-digit number to a multiple of ten. to 100 (e.g.,  $38 + 5$ ,  $29 + 20$ ).
- Mentally adding 10 to a two-digit number (e.g.,  $57 + 10 = 67$ ) or subtracting 10 (e.g.,  $57 - 10 = 47$ )
- Understanding the relationship between addition and subtraction
- Measuring lengths of objects by using a shorter object as a unit of length
- Making new shapes by joining shapes together
- Dividing circles and rectangles into halves or fourths
- Comparing shapes by their size, number of sides, and orientation
- Telling time to the nearest half hour
- Identifying the value of all U.S. coins (pennies, nickels, dimes, quarters) and how they compare to each other (e.g., 5 pennies = 1 nickel)



### Science

Science in First Grade includes direct instruction and practice in Earth & Space Science, Life Science, Physical Science, and Technology/Engineering,

- Earth & Space Science - Students will observe and describe Earth's place in the universe by observing the sun, moon and stars and how their place in the sky changes throughout the day. They will observe and analyze daily weather patterns, recognize seasonal changes and their effects.
- Life Science - Students will study the characteristics of plants and animals, their needs, life cycles, similarities and differences.
- Physical Science - Students will develop an understanding of how sound is produced and the properties of light.
- Technology / Engineering - Students will ask questions, make observations, and gather information about a situation people want to change. They will develop or improve an object or tool by generating multiple solutions to a design problem and make a drawing (plan) to represent one or more of the solutions.\*



### History and Social Sciences

The focus is on Civics, Geography, History and Economics. Students learn about leadership on many levels, the meaning of citizenship, and map types. They explore how the concepts of unity and diversity, respect for differences, and respect of self shape life in the United States, and how people make choices about purchasing goods and services and saving resources.

## Classroom Management and Social Emotional Learning



The Edgartown School uses the Responsive Classroom approach to teaching which prioritizes social emotional learning and building community. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs.

### The Guiding Principles of Responsive Classroom

The Responsive Classroom approach is based on many of the great theories of how children learn and on the experiences of the best classroom teachers. There are seven basic principles behind the approach:

- \* Learning social skills is as important as learning academic skills.
- \* How children learn is as important as what they learn. Process and content go hand in hand.
- \* Children gain knowledge most effectively through social interaction.
- \* To be successful academically and socially, children need to learn cooperation, assertion, responsibility, empathy, and self-control.
- \* Knowing the children we teach-individually, culturally, and developmentally-is as important as knowing the content we teach.
- \* Knowing the families of the children we teach and inviting their participation is essential to children's education.
- \* How the adults at school work together is as important as how skillful each individual teacher is. Lasting change begins with the adult community.



Think:Kids is a program in the Department of Psychiatry at Massachusetts General Hospital that the Edgartown School began working with two years ago. Think Kids teaches a Collaborative Problem Solving approach to help students with challenging behaviors. However, it is useful for all children- and adults! Their guiding belief is that kids with challenging behavior don't lack the will to behave well. They lack the skills to behave well.