

MOORESTOWN FRIENDS SCHOOL

LOWER SCHOOL CURRICULUM

At Moorestown Friends School a child's intellectual, emotional, physical, social and spiritual development are supported within all Lower School programs. While nurturing children's diverse talents and strengths, we strive to help children feel secure and confident in their work and play, in peer and adult relationships, and to develop respect for themselves and members of the community. Our goal is to provide a program of sufficient scope, encouragement and flexibility to meet the individual needs and talents of all our students while encouraging academic excellence. We are building the foundation in Lower School for the child's successful journey through the Middle and Upper schools and on into the adult world.

Using developmentally appropriate principles that take into account those aspects of learning that change with the growth, age and experience of the learner, we employ themes which interest young children that often evolve from a particular interest of the group. A multidisciplinary approach is used to learn about the topic including language arts, math, science, social studies, art and music. Children research, read, write, ask questions, interview experts, take trips, do experiments and participate in a variety of activities. In this way, they are actively involved in their learning.

LANGUAGE ARTS

A balanced, literature-based approach, together with the systematic teaching of phonemic awareness and phonics at the K-1 level, is used for teaching language arts at MFS in the Lower School. At the K-1 level, reading and writing are taught using a workshop format, which includes mini-lessons as well as whole class reading/writing activities. By using language and literature as a base, the ability to read and write develops as a natural process. The teaching of reading/writing matches children's developmental needs and keeps them actively involved in the learning process. Children read, write, speak, think, observe and listen by immersing themselves in meaningful experiences. Balanced literacy also helps students pursue their interests, develop a wide range of skills and take pride in accomplishments.

MATHEMATICS

Mathematics Their Way and Mathematics A Way of Thinking in conjunction with the Scott-Foresman-Addison Wesley Text are used in the Lower School to teach and develop mathematics. The goal of our mathematics program is to develop understanding and insights into mathematical concepts through the use of concrete materials. Real materials, rather than abstract symbols, involve the child's visual and tactile senses and can be manipulated to illustrate concepts concretely. As the child's understanding progresses, manipulatives begin to work in concert with the symbols and a transition is made to a more advanced level.

SOCIAL STUDIES

Social Studies in the Lower School is organized around chosen topics or themes. In this way, the students are taught how disciplines relate, rather than studying a subject in isolation. In many cases, the theme chosen is one of a social studies' nature and the other subject areas revolve around it and support it.

In Social Studies, we focus on children's immediate social environment as well as the broader human environment in geographical and historical settings. We value understanding and respecting people in different settings and involve the children in service projects.

SCIENCE

In addition to having Science organized around themes in the classroom, students in grades first through four experience hands-on activities in the Science Laboratory.

Students explore the living and non-living world around them. Through the hands-on activities, students are guided to hypothesize, observe, experiment, form conclusions and record their data.

ART

Fundamental to the philosophy of the art program is the belief that each individual has the desire, ability and right to express himself/herself. An atmosphere is provided in which children come to see themselves as competent, creative individuals whose ideas and images are valued by the wider school community, as well as by themselves. Students' art work is displayed continuously throughout the year. Students are also exposed to a variety of visual stimuli from professional art work as well as a multitude of media. Whenever possible, art class is coordinated with the current theme of the classroom.

Computer

The goal of the computer curriculum is to integrate computer use with curriculum in other areas while developing students' technology skills and knowledge. We recognize the need for continuous change in the computer curriculum as change occurs in technology and in the role of technology in society. From preschool through fourth grade, students use computers in their classrooms to reinforce the skills that are important to building a strong foundation for their overall academic development. Computer classes in the lab begin in kindergarten and remain a requirement through ninth grade. Students focus on a particular area of computer use at each grade level. Among the skills taught are research, web page development, digital media, word processing, spreadsheets, presentations, database design, internet safety and computer ethics. When possible,

computer activities take advantage of opportunities to build on material presented in other courses, from language arts to health education.

LIBRARY

The librarian spends considerable time reading the classics and new literature to children. Children may check out books to read for their own pleasure. The library program makes every effort to integrate library skills with the classroom instruction and activities. Some skills are unique to the library setting and are taught by the librarian.

The library program also ensures that students and staff are effective users of ideas and information in the development of lifelong learning skills. The library program provides a structure of student learning activities in all curriculum to develop and integrate information and research skills. These skills include locating, interpreting, analyzing, evaluating and utilizing data from a variety of resources.

MUSIC

The music program in the Lower School is based on developmentally appropriate experiences at each grade level. Fundamental skills of singing, movement, listening, note reading, and playing instruments are used to develop knowledge and enjoyment of music. Students are actively involved in music experiences through playing lummi sticks, rhythm instruments, boomwhackers, xylophones, and recorders.

It is our belief that participation in musical performances enhances self-esteem and improves self-confidence. All lower school students participate in the Winter Concert. They are also encouraged and supported as they participate in classroom musical productions and, for older children, to perform in the Spring Concert.

PHYSICAL EDUCATION

A quality program of physical education has a definite purpose, has long-term goals, and is developmentally appropriate. It makes a difference for children that lasts well beyond elementary school.

Our program is child centered. The teacher is free to serve as a facilitator, providing the initial task and then assisting individuals as needed. Lessons are designed to provide maximum participation for all students, increased practice of the skill that is the focus of the lesson for that day, and a high success rate for each student.

Units in educational skill themes are spread throughout the year. These skill themes include throwing, catching, dribbling, kicking, and volleying. Along with these skill themes, movement education, space awareness, effort, and relationships are included. Also included are cooperative games, partner games, and large group games. Team sports, such as basketball and volleyball, are introduced in second, third and fourth

grades. Students work on all aspects of physical fitness including increasing cardiovascular efficiency, flexibility, and endurance.

Our goal is to assist each child to develop attitudes, skills, and knowledge of human movement that will result in a lifetime of participation in physical activity.

QUAKERISM

In the Lower School, Quaker Values are approached on an experiential level through the daily classroom environment as well as through a specific coordinated academic curriculum. We endeavor to create an environment that fosters personal and social awareness and responsibilities, peace and fairness, creativity, risk taking and authentic caring and sharing, thereby giving the children an opportunity to internalize the experience of a Quaker way of life before they are required to intellectualize the concepts. All classes live by the “I Care Rules” and “Rules for Fighting Fair” in order to establish common language and expectations in how we treat each other. The skills of affirmation, listening, focusing, meditation, cooperation, feelings’ awareness, and communication at all levels are emphasized. Preparation for a meaningful Meeting for Worship experience is carried out at each age level from kindergarten through fourth grade. These classes attend and participate in Meeting for Worship once a week. Opportunities for service to others and appreciation of diversity are included in ways of seeing the connectedness of individuals within the caring community. Resolution of conflict through peaceful means is emphasized at each grade level.

FOREIGN LANGUAGE

Spanish is taught in prekindergarten through fourth grade. It is integrated into the classroom curriculum by a Spanish Teacher with the classroom teacher reinforcing the material. A multisensory language approach makes learning Spanish fun for the students. It gives the student a feeling of success and it opens the students to further in depth study of foreign languages in the Middle and Upper School years.

SMALL GROUP READING INSTRUCTION AND READING EVALUATION

A solid foundation of literacy is fostered at Moorestown Friends School. Children are routinely assessed by their classroom teacher with the help of the Reading Specialist. Using the results of these assessments, a child may be referred by the classroom teacher, with the approval of the Lower School Director, for a reading evaluation by the Reading Specialist. Results of the evaluation, which assesses reading level and gives guidance for instruction, may be used to place a child in a small group for reading instruction. The goal of small group instruction in reading is to provide highly structured, intense reading instruction to children in grade levels K-4. At the lower grade levels, instruction involves training in phonemic awareness and strengthening a child’s mastery of sound-symbol relationships. This is combined with the building of a basic sight vocabulary and the reading of many simple phonetically based and sight word oriented readers. In

grades 3 and 4, comprehension strategies. Vocabulary building and writing skills are added.

At all levels, a progress report is sent to the parents at the end of each marking period and the Reading Specialist meets with the parents and classroom teacher at each Parent/Teacher conference.

EXTENDED DAY AND OPTIONAL PROGRAMS

For an added fee, Moorestown Friends School provides before school care from 7:15-8:10 A.M. and after school care until 5:45 P.M. In many cases, this supervision can provide a more consistent environment for the child than having to relocate to another setting.

A variety of optional after school programs are offered at an additional cost. These programs have included computer activities, dramatics, environmental studies, cooking, board games and science experiments.

PRESCHOOL CURRICULUM

The preschool curriculum at Moorestown Friends engages students in a developmentally appropriate program based on knowledge of the typical stages of growth that young children experience. It strives to help the students gain independence, yet be an integral part of a group. They participate in multiple sensory activities that integrate the five senses. They learn to respect themselves and their belongings in relationship to the world they live in. Health, safety, language arts, mathematics, and science are intertwined into the daily activities. Verbal expression and listening skills are an important part of each school day. The use of themes and projects aid in creating learning situations that foster the skills necessary for the children to have a successful preschool year.

In the preschool classroom, there are many learning games and activities geared to enriching the growth of the whole child. Dramatic play centers, the housekeeping corner, and block areas are open to the children for their daily use during choice time. Crafts, puzzles, and manipulative games are also available to aid in the development of small muscles. Glue, scissors, crayons, markers, paints, colored pencils, and stamps are part of the exciting assortment the children may experiment with at the art table. For a bit of quiet time, a child might choose the listening center with tapes and read-along books. Interest related stories are always available to peruse independently, or with a friend, or teacher. The Read-to-Me Program encourages shared reading between children and parent volunteers. Tactile play activities include the use of play dough, finger-paints, rice, beans, and shaving cream. The development of large motor skills is stimulated through the use of audio movement tapes and CD's. Participation in these activities inspires the children to discover more about their bodies. Outside play encourages cooperative learning through teacher-guided activities that further aid in the development of gross motor skills. Swings, sand toys, and climbing equipment are available during this time. Games like running, and hide and seek, are often played with the children on the playground.

Preschoolers experience a variety of activities throughout the day. There are times that they may choose their own activities within the limits set by the teacher. This aids the children in developing decision-making and problem solving skills. There are times when the children work alone or in a small group on an assigned learning task. This encourages each child to gain a feeling of independence and self-worth. Opportunities for an in depth investigation into a topic of interest expressed by the students are also explored. This increases the child's critical thinking skills. Circle or meeting times provide the children with an opportunity to be a part of a large group and to learn the importance of listening to others. They actively participate by entering into discussions with the teachers and other students. Use of the calendar or similar activities, nursery rhymes, songs, fingerplays, and flannel board stories encourage the children to exercise pre-reading and beginning pre-math skills. They are informally exposed to letters, sounds and numbers during this time. There is an opportunity throughout the week for sharing special objects brought from home. Many hands-on activities are presented for the children to explore. When a child's behavior is not appropriate for an activity, the teacher will redirect the behavior through dialogue, or a quiet period. The individual needs of each child are considered and nurtured at all times.

Computers are introduced in the preschool. Every child, with one on one support, is given the opportunity to explore on the computer. The activities build on early computer skills by simplifying the use of the mouse. The programs reinforce concepts the children are learning in the classroom.

LIBRARY

Children in preschool have a library class at least once per cycle, or twice if enrolled for the full five days. The Librarian visits the preschool classroom at first, but soon preschoolers come to the library classes as they become more familiar with the space. They listen to stories appropriate to their age level and interests, as well as sing songs, and perform finer plays and rhymes. A variety of books provides the opportunity for the children to hear the best in children's literature, covering stories from diverse backgrounds and experiences. Storytelling felt pictures, puppets, stuffed animals, and other play materials are often used for literacy and sorting activities.

MUSIC

Children in the Preschool class meet with the Music teacher two times per week. This is an opportunity to sing, play instruments, participate in movement exercises and musical games in an informal setting to introduce students to the personal enjoyment of music in an exploratory fashion.

PHYSICAL EDUCATION

Children in the full time preschool class meet with the Physical Education teacher twice in a six day rotation. A program is presented that will help the preschooler build a strong foundation in basic motor skills. Children are exposed to a variety of activities which provide practice in running, galloping, balancing, jumping, throwing and catching. The teacher considers both age and individual appropriateness when planning movement experiences.

QUAKERISM

The Quaker Values teacher visits in the preschool classroom twice a week, as a "Friendly Presence". The visit is not instructive, but the concept that there is "that of God" in all of us is introduced through example while interacting with the children. The teacher reinforces classroom rules of conduct and models cooperative behavior and problem solving as situations arise. Participation in some of the Moorestown Friends School community service projects is also introduced to the children.

PRE-KINDERGARTEN CURRICULUM

The Pre-K curriculum is based on the educational philosophy that young children learn through active participation and involvement in activities and through interactions with one another. The role of the educator is to create a safe and caring environment in which a positive attitude towards learning is encouraged. The most important aspect of the curriculum is developing social skills and healthy self-esteem.

Children in the program will begin to develop self control to enable them to make choices within limits and in turn foster their ability to function within a group. They will develop a sense of responsibility for their actions and discover alternative ways of conflict resolution. The children will develop an appreciation of their own worth and worth of others, the difference in others, whether physical or cultural, and respect for others' rights and property.

Teachers set up an environment which allows for many choices within the structure of the program. An environment is prepared for children to learn through active explorations and interaction with adults, other children and materials. Teachers facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity and setting clear limits. Teachers' expectations match and respect children's developing capabilities. Children are provided with many opportunities to develop social skills such as cooperating, helping and talking with the person involved to solve problems which may arise during the give and take of play. Children become important, contributing members of the group by demonstrating responsibility in their school environment, as well as engaging in group work and decision making within the classroom. Opportunities are created to expose children to situations which exemplify diversity.

In dealing with the whole child, opportunities are provided for students to develop both large and fine motor skills. Children have daily opportunities to use large muscles by running, climbing, jumping and balancing. Large muscle materials include climbing equipment, jump ropes, stompers and bikes. For developing small muscles, children are given time to trace, cut, staple, tape, paint, glue, draw and color, and work with clay. They work and build with a wide variety of manipulatives such as legos, blocks, and unifix cubes.

MATHEMATICS

A variety of activities and materials are presented that encourage exploration, curiosity and experimentation of basic mathematical concepts including sorting, size, order, pattern and number.

Teachers prepare an environment that provides stimulating materials and activities. Simple, two-column graphs are often created by the children. Calendar activities include exposure to days of the week, patterns, numerals and counting. Cooking and snack time provide math experiences.

Real objects such as buttons, shells, rocks, keys, are gathered by the children to be sorted, counted or just enjoyed for their sensory appeal. Materials from the Math Their Way Program are introduced. Such manipulatives include unifix cubes, pattern blocks and wooden blocks. Beans, water, rice or bird seed may be available to measure and pour at the sand table.

LANGUAGE ARTS

Children will be exposed to a variety of reading and writing experiences. They are provided with many opportunities to hear stories, poems and songs. The children will participate in activities that will require them to recall facts from the story, as well as sequence the events in the story. Through active participation, the children will develop their ability to listen, attend, and focus on the person who is talking. Through readiness games, literature, Big Books, tapes, records, and charts the children will be exposed to beginning sounds, rhyming words, and book knowledge.

The children will develop their writing skills through their participation in responses to literature, experience stories, and creating class books. They will express their thoughts and ideas through pictures. The teacher will help the students expand their thoughts and ideas through questions. As the children are ready and/or interested, they will be exposed to developmental writing which may include scribble writing, random letters, and beginning sounds.

SCIENCE

The science program builds on children's natural interest and curiosity in the world around them. Children will learn to be careful observers. They will apply their thinking skills to predict what might happen next. Many classroom lessons and discussions include water, health, food, the senses, seasons and animal studies.

Both student initiated and teacher planned lessons are part of our program. Science is also taught through different experiences such as cooking, the care of classroom pets and the daily observing and recording of the weather. Group discussions during which the teacher asks many open-ended questions, develop thinking skills and the ability to express ideas. Displays on our "Discovery Table" help initiate interest. To promote an understanding of volume, weight, texture and measurement, our sand table might contain water, rice, birdseed, or beans. A variety of containers and sieves are provided to measure and pour. Children's books can also create opportunities to explore these science materials.

ART

We provide daily opportunities for the children in our program to explore and enjoy art. The emphasis is on the process and not the final product. The children are free to experiment and express themselves through a wide variety of materials including paint (using an assortment of tools and objects), crayons, pastels, clay, markers, and collage materials.

LIBRARY

Prekindergarten children visit the library once per cycle, where they become more familiar with the librarian and the library, as well as expected behavior in the library setting. They are introduced to the proper handling and care of books and are introduced to the understanding that books are arranged in specific ways on library shelves. They listen to stories appropriate to their age, interests, and classroom themes. Selections from the best in children's literature include materials that cover a diversity of cultures and experiences and classics in folktales, fairytales, and nursery rhymes.

MUSIC

Children in the Pre-K program meet with the music teacher two times per week. Students enjoy singing, listening to music, playing rhythm instruments, learning rhythmic chants, and moving to music. Many activities reflect the goal of helping children develop their "inner voice" both rhythmically and tonally.

Students learn about performing arts and performance protocol by performing in a Winter Concert and by participating in a classroom musical production.

QUAKERISM

In the Pre-K, the following concepts and skills for a peaceful classroom are introduced and reinforced: listening, affirmation, focusing, feelings awareness, nonviolent conflict resolution, communication, and cooperation. Diversity appreciation and service to others are introduced as ways of seeing the connectedness of individuals within a caring community. The I Care Cat and his I Care Rules are introduced through instruction. Feelings awareness is taught through sock puppetry. Other of the materials used are Peacemaking Skills for Little Kids, The Peaceful Classroom, Kids Create, and a wide variety of children's literature.

Methods of instruction include centering activities, cooperative games, music, reading, circle sharing of ideas and experiences, and simple art expression in a developmentally appropriate way for 4 and 5 year olds.

PHYSICAL EDUCATION

PreKindergarten students meet twice in a six day rotation with the physical education teacher. Educational, non-competitive active games and activities which are child centered, are introduced.

KINDERGARTEN CURRICULUM

LANGUAGE ARTS

Reading

The primary goal of our Kindergarten program is to develop the love of reading and the desire to read. We believe the best way to make this happen is by reading to children, and by children reading with children. Daily shared reading allows for discovery, modeling, introduction and reinforcement of beginning reading skills such as letter recognition, sound/symbol association, sight word development, decoding of unfamiliar words through use of many strategies such as picture clues, context clues and phonics. The children are also exposed to extended skills such as distinguishing beginning, medial and ending sounds in words, consonant blending and basic understanding of a sentence. There is often an exploration of vowel sounds as they are discovered in the piece being read. Children are encouraged to listen for sequence of events in a story, and asked to recall beginning, middle and ending ideas. Through the Whole Language approach, reading is experienced in meaningful and enjoyable ways, always in a relaxed, non-threatening environment.

The beginning reader is immersed in meaningful print, which promotes the desire to discover and develop beginning reading skills. The daily schedule offers many opportunities to implement this. Stories written by children during Writing Workshop, writing journals, teacher made games, story tapes, charts, poems, songs, class news, experience charts, labeled supplies and display tables, puzzles and correspondences with a purpose may be used. Published Big Books that are fun, predictable and rhythmic are a big part of the reading program.

Reading happens regularly in a shared group experience allowing each child to participate comfortably when ready. The schedule encourages independent, partner and small group reading. The students often participate in a response or follow-up activity such as a picture, class published Big Book, bulletin board display or dramatic action to a story or poem.

Writing

All children have stories to tell. In Kindergarten we invite them to author and illustrate their stories on paper during Writing Workshop. The process of writing allows each child to be successful at his/her developmental level. They explore their skills on paper and share their work with a teacher and then with the class if they choose. At this age their pieces are often their real life happenings. However, they may explore fictional pieces too.

“Invented Spelling” is used at this level, and progresses through different developmental stages. The emphasis at this point, however, is to develop the desire, creativity and confidence as an author and illustrator, rather than on the mechanics of writing. As the child continues to experience print both in and out of the classroom, there is usually a natural development of these beginning writing skills. Children have the opportunity to practice these skills in their weekly journals as well as writing workshop.

Spelling

Kindergarten students use “invented spelling”. They phonetically sound out and write the letters they hear when they are developmentally ready to do so. Their spelling goes through different stages, again depending on developmental readiness. This spelling progression often goes from pictures only, to pretend scribble writing, then random letters, beginning consonant sounds, ending sounds, experimentation with vowels and blending, working toward the final goal of traditional spelling when ready. Children discover the differences and similarities in words through use of Big Books, charts, word walls, daily news, labels, the computer and other reading opportunities throughout the day.

Handwriting

Kindergarteners are introduced to the D’Nealian style of print. Teachers model this through teacher printed materials such as charts, class news, labels etc. Based on the child’s fine motor development, proper pencil grip is suggested and encouraged. The children practice the correct formation of both upper and lowercase letters.

MATHEMATICS

At the Kindergarten level, students concentrate on rote counting, numeral recognition, number value, pattern construction and analysis, sorting/classifying, geometry estimating and graphing experiences.

Age appropriate math activities are used from the Math Their Way text using manipulative materials. Also thematic units, real life happenings such as the calendar, snack and classroom environment, provide numerous opportunities to introduce, reintroduce or reinforce these beginning math skills.

Math is available throughout the day using, different interest centers (block building, pattern block designs, snack/sharing problem solving etc), Math Their Way tubs, writing stories, and reading literature.

SOCIAL STUDIES

The following skills are introduced and reinforced throughout the year: attending at group, developing a sense of group, problem solving, respect for self, respect for others’ rights and property, sharing, developing an understanding of family and community, participating in group discussions and sharing information, awareness of current events, awareness of significance of holidays, and awareness of cultural differences. We encourage the children to appreciate what each brings to the group.

Opportunities for teaching these Social Studies skills are found on a daily basis in the classroom and school environment. They also emerge through thematic units and service projects.

SCIENCE

Within the Kindergarten curriculum, we introduce and reinforce the following science process skills: observing, identifying, describing, classifying, collecting data, interpreting data, communicating results and formulating conclusions. Students' interest/questions are often the springboard into a science lesson/unit. These may arise through use of literature, current events or observations made in their indoor or outdoor environment. Big Books, Math Their Way manipulative materials, environmental awareness themes (endangered species, rain forest, recycling etc.), library resources (books, videos, etc.), video conferencing, etc. class field trips and teacher modeling are bridges into the child's world of scientific thinking.

ART

Each class has two art periods per six day rotation. The Kindergarten program begins to introduce the children to a variety of art materials and concepts including color theory, use of lines, and shapes. Freedom of expression and opportunity to develop one's own style is stressed consistently. Areas of concentration at this level are painting, collage building, drawing with a variety of materials, print making, clay building, clay glazing and paper construction. Encouragement is given to help develop ways to communicate openly about one's own artistic choices and the ability to appreciate a variety of other styles and preferences. Approaching work in a unique manner, independent of peers, is a skill that is actively taught at all levels beginning here.

Materials used at these levels can include tempera, acrylic, and watercolor paints as well as wire, beads, pipe cleaners, colored pencils, crayons, markers, craypas, pastels, clay, glaze and a variety of collage materials.

Stories are often read to demonstrate concepts of experimentation in the art setting, creativity and uniqueness in style and making and accepting suggestions about one's work. Demonstrations to large group and to individuals are given to begin units along with discussions, brainstorming sessions, peer coaching and visual aids such as reproductions and other students' work.

Computers

The kindergarteners visit the computer lab once per cycle starting in the fall. The students will use technology resources for problem solving, communication, and illustration of thoughts, ideas and stories. All students will understand the function of computer components peripherals. The students will be proficient in basic computer procedures. Each student will practice responsible use of technology systems, information, and software.

Parts of the computer and functions of the keyboard are introduced. The children create concept webs and graphs. Typing, utilizing drawing tools, adjusting page layout and changing font size and color are practiced. Inserting sounds enhances their work.

LIBRARY

Kindergarten students attend one library class per cycle. At the start of the year, classes focus on preparing students for readiness to select and checkout books later in the fall. They practice appropriate library behavior, the care and handling of books, using shelf markers when browsing, and locating books in selected sections of the Lower School library. When classes are ready to handle the responsibility, the students begin to select and check out one book at a time for personal reading. During classes, they hear selections from among the best in children's literature, including materials from a diversity of cultures and experiences. As specific themes are studied in the classroom, classes will focus on related resources and literature. Students are introduced to the identification of simple bibliographic information in books, such as title, authors and illustrators. Classes explore the concepts of fiction and nonfiction, sequels and variations, and some literary genres.

MUSIC

Children in the Kindergarten program meet with the music teacher two times per week. Students enjoy singing, listening to music, playing rhythm instruments, learning rhythmic chants, and moving to music.

Kindergarten students begin to understand music notation by using rhythmic (ta and ti-ti) and solfege (sol and mi) symbols. They identify steady beat, rhythm, and form and understand concepts of musical differences such as tempo, pitch, dynamics, and melodic movement. They are able to recognize various musical instruments by sight and sound and become aware of sounds in the natural and constructed environment. By playing musical games and by exploring music and sounds, students are encouraged to participate in many different ways. Themes are used in music class to link learning about music and literature, dance, art, and social studies.

Students learn about performing arts and performance protocol by performing in a Winter Concert and by participating in a classroom musical production.

PHYSICAL EDUCATION

Each class has two Physical Education periods per week. Skills such as locomotor, (skipping, running, walking, galloping), manipulative (throwing, catching, balancing), and non-manipulative (turning, twisting, rolling,) activities are developed. Students work on increasing their cardiovascular efficiency, flexibility, strength and agility. Students demonstrate ability to follow directions, distinguish left from right, and identify major body parts and how they relate to movement.

QUAKERISM

In the Kindergarten classroom the following skills are introduced and reinforced: listening, affirmation, focusing, feelings' awareness, nonviolent conflict resolution, communication, and cooperation. Particular emphasis is on friendships and getting along with each other. Diversity appreciation and service to others are introduced as ways of seeing the connectedness of individuals within a caring community. Preparation for the Lower School weekly Meeting for Worship is begun in this class and attendance begins after a few months.

Some of the materials used are books like Peace Making Skills for Little Kids, The Peaceful Classroom, Teaching Conflict Resolution Through Children's Literature and a wide variety of children's literature.

Methods of instruction include centering activities, guided meditation, cooperative games, problem solving, reading, circle sharing of ideas and experiences, and simple art expression.

FIRST GRADE CURRICULUM

LANGUAGE ARTS

Reading

The purpose of reading is to gain meaning from text and the most important goal is for children to enjoy reading. Since children learn to read by reading, children are taught to read by using children's literature and their own published writing. The reading and writing process is integrated into all curriculum areas. Songs and poetry add to the learning experience and enjoyment.

During reading workshop, various teaching strategies and materials are used in the introduction and practice of reading skills. Children learn through shared reading experiences with big books, teacher directed mini lessons, small group guided reading experiences, partner reading, and individual reading.

Children are encouraged to choose books of their own interest and on their level to read during Self-selected reading. During this time teachers listen to individual students read. Class stories, read by the teacher, expose children to a variety of genre of children's literature (such as folk tales, mysteries, poems, plays, fiction and nonfiction). This whole class experience offers an opportunity to learn comprehension skills through discussions centering around characters, vocabulary, inferences, the sequence of the story and, most importantly, the meaning of the story.

Each weekday, students choose two books from the classroom library for "take home reading". One book is for the child to read aloud to a parent for 15 minutes. The second book offers the child the opportunity to select a book for his/her parent to read to them. This process helps foster the love of literature.

In reading, students are expected to recognize patterned and predictable text; to recognize sight or frequently used words; to use word attack skills to decode an unfamiliar word; and to be able to discuss or demonstrate an understanding of the meaning of the text. Through phonics and sight words, students review initial consonant sounds and are introduced to short and long vowel sounds, silent "e", some consonant blends, consonant digraphs such as ch, sh, th and wh, and suffixes of s, ed, ing, and er.

The expectation is to have all of our students read on or above grade level. Those who are not yet on grade level will be further assisted by the reading specialist.

Writing

The purpose for writing is to express ideas or thoughts in written form. Children are taught to write by teacher demonstrations, by sharing ideas and by allowing them to practice what they have learned through meaningful writing experiences. During Writing Workshop students engage in the writing of small moment stories, action bats, nonfiction texts, and poems. They use their own vocabulary and their own spelling. Mini lessons relating to grammar and word usage are taught during whole class writing or individual editing of a child's work. After a student has completed writing a draft, he or she reads it to the teacher. The teacher conferences with that individual on what has been

accomplished in writing and on what can be done to improve. In using this approach, grammar, phonics, and spelling skills are taught as the child is ready. We do not insist on mastery of these skills prior to readiness, so self-expression and the enjoyment of writing are not hindered.

Children are encouraged to publish and share their stories with the class. A child also chose one piece of published work to be included in the Lower School publication Treasures.

Handwriting

Students in First Grade are expected to learn and use D’Nealian style of handwriting for print. Teachers demonstrate the correct formation of letters using charts during a whole class experience. Multi-sensory experiences and the D’Nealian Handwriting Book are used to learn the correct letter formations. Correct pencil grip is encouraged in a student’s daily writing. Students spend at least 15 minutes a day practicing letter formations. Using the D’Nealian handwriting forms is emphasized in all of a student’s daily writing. Children are expected to write on lined paper, use upper and lower case letters and space between their words.

Spelling

In the beginning of First Grade, phonetic or invented spelling is used by each child in their writing experiences. Invented spelling is an auditory experience of spelling which becomes increasingly accurate as children’s reading skills are learned. Auditory, tactile and visual memory experiences help children become aware of dictionary spelling. It is taught progressively from beginning, middle and ending consonant letters (invented spelling) to include short and long vowels. These experiences help children make the transition from invented spelling to dictionary spelling. Children may also work in small groups with games to practice phonics skills and sight words from our word wall.

In the second half of the year, children begin the Rebecca Sitton Spelling Program. Frequently used dictionary words are taught and practiced in daily writing activities. As reading skills become stronger, children work in small groups to discover word patterns. Children are encouraged to use their “Spelling Dictionary” and record individual frequently used words when they edit their writing in the second half of first grade. By the end of first grade a child is expected to have mastered the spelling of thirty high-frequency words (priority words) by correct usage in their daily writing. (See Priority Word List, page 40-41)

MATHEMATICS

In First Grade, mathematics are introduced and reinforced with the Math Their Way curriculum. The goal is for the students to develop understanding and insight to concepts and processes of mathematics through the use of concrete materials such as, but not limited to, geoboards, unifix cubes and pattern blocks. Math is centered around a child's experiences and taught through questioning and inquiry rather than drill. Problem solving and learning a process through a student's discovery and thinking is basic to the understanding of math.

The skills that are reinforced are numeral recognition 1-100, numeral writing, one to one correspondence, conservation of number, sorting, classifying, the concept of measuring, concept of weight, graphing, comparison of number and quantities, probability, recognizing and analyzing patterns, rote counting 0-100, counting by 2's to 20, 5's to 100, 10's to 100, odd and even numbers, time to the nearest hour and half hour, recognizing and counting coins to \$1.00, the concept of place value to the hundreds place, and adding and subtracting from one through ten.

Children learn adding and subtracting of numbers from one through ten beginning with the concept level where they work with real objects. They move to the connecting level where they connect the objects with the number symbol. The symbolic level integrates a child's understanding of number with the objects it represents and the child is able to write number sentences and equations in addition and subtraction by the end of first grade. Number games reinforce the skills and word problems help children see the relationship of number to their world.

All of the math activities are designed to help young children see relationships in mathematics and enable them to deal flexibly with mathematical ideas and concepts.

SOCIAL STUDIES

In First Grade the concepts of friendship and community, inter-personal relationships, as well as recognizing and respecting the differences of others, are emphasized.

Some of the more specific areas worked on are respect for self, sharing, conflict resolution, developing an understanding of family and community, awareness of the elements of a community, and the awareness and respect of different cultures and their holidays.

These studies are carried out through thematic units, whole and small group exercises and whole and small group discussions.

SCIENCE

Science is taught in First Grade through hands on experiences which engage the five senses. Math and science skills are integrated to learn the process of collecting and recording information through observations, sorting and classification, measurement of weight, length and volume, comparison, probability, estimation and graphing. Children

are encouraged to make predictions and inferences based on their own experiences and knowledge. Children record through drawing and writing their individual observations. Class discussions help focus what they have observed and relate it to information they have read in reference books.

In the classroom, themes may include the life sciences of humans, plants and animals, and environmental science. Children are encouraged to share the discoveries they have found in nature and respect the gifts from the earth. During the second half of the year the First Graders are introduced to a formal science class which centers around hands on experiences in a science lab environment.

ART

Each class has two art periods per six day rotation. As in the Kindergarten program, the First Grade art program continues to introduce the children to a variety of art materials and concepts including the basic. Self expression and creative risk taking is stressed consistently. Areas of concentration at this level are painting, collage building, drawing, print making, clay work and glazing, and paper weaving. Encouragement is given to help develop ways to communicate openly about one's own artistic choices and the ability to appreciate a variety of other styles and preferences elements and principles of Design. Approaching work in a unique manner, independent of peers, is a skill that is actively taught at all levels beginning here.

Materials used at these levels can include tempera and watercolor paints, colored pencils, crayons, markers, craypas, chalk, clay, glaze, a variety of collage materials, styrofoam printing plates, beads, buttons, feathers, pipe cleaners and pastels.

Demonstrations to large groups and to individuals are given to begin units along with discussions, brainstorming sessions, peer coaching and visual aids such as reproductions and other students' work.

Occasionally stories are read to or written by the students to reinforce creative and critical thinking skills in both the visual and verbal arts. This encourages our young artists to link thinking, seeing and making into the creative process.

LIBRARY

First graders attend one library class per cycle. Each student may check out one book at a time for personal reading from all areas of Lower School collection. Their understanding of the different sections of library is reinforced as they browse and select library books from the Lower School section of the library with guidance that expands their awareness of distinctions of format, content, authors, illustrators, and genres. During classes, they hear selections from among the best in children's literature, including materials from a diversity of cultures and experiences. As specific themes are studied in the classroom, classes will focus on related resources and literature. Classes focus on author and illustrator studies, transitional chapter book fiction, and nonfiction

books. Students practice identifying simple bibliographic information from books, such as title, authors and illustrators.

MUSIC

Children in the First Grade program meet with the music teacher two times per week. Students enjoy singing, listening to music, playing rhythm instruments, learning rhythmic chants, and moving to music. Emphasis is placed on developing a sense of pitch and tone quality in singing.

First Grade students build on what is learned in Kindergarten and understand more sophisticated concepts of music notation by using more complicated rhythmic symbols (ta, ti-ti, ta-a, and rest), and solfege symbols (sol, mi, la) to begin to read music. They identify steady beat, rhythm, and form and understand concepts of musical differences such as tempo, pitch, dynamics, and melodic movement. They are able to recognize various musical instruments by sight and sound and become aware of sounds in the natural and constructed environment. By playing musical games and by exploring music and sounds, students are encouraged to participate in many different ways.

Students learn about performing arts and performance protocol by performing in a Winter Concert and by participating in a classroom musical production.

PHYSICAL EDUCATION

During our educational games a variety of tagging games, non-competitive games, cooperative games, partner games, and larger group games are used.

Skills such as locomotor, (skipping, running, walking, galloping, etc.), manipulative (throwing, catching balancing, etc.), and non-manipulative (turning, twisting, rolling etc.) activities are developed.

Students are also encouraged to use learned skills such as striking and kicking in modified team games and activities.

Students work on increasing their cardiovascular efficiency, flexibility, strength and agility.

Students demonstrate ability to follow directions, distinguish left from right, and identify major body parts and how they relate to movement.

QUAKERISM

In the First Grade, the following skills for a peaceful classroom are introduced and reinforced: listening, affirmation, focusing, feelings awareness, nonviolent conflict resolution, communication, and cooperation. The emphasis on friendship and problem solving continues. Diversity appreciation and service to others are offered as ways of seeing the connectedness of individuals within a caring community. Preparation for

Meeting for Worship is continued with the practice of silence and the concept of thinking about "Big Ideas".

Some of the materials used are books like Peace Making Skills for Little Kids, Opening Doors to Quaker Worship, Teaching Conflict Resolution Through Children's Literature and Friendly Classroom for a Small Planet. A wide variety of children's literature is utilized. An Irish curriculum "Let's Be Friends" is used to focus on each student's uniqueness and commonality with each other.

Methods of instruction include centering activities, guided meditation, , cooperative games, role playing, reading, circle sharing of ideas and experiences, and simple art expression.

Computers

The first graders visit the computer lab once per cycle. The students will use technology resources for problem solving, communication, and illustration of thoughts, ideas and stories. All students will understand the function of computer components and peripherals. The students will be proficient in basic computer procedures. Each student will practice responsible use of technology systems, information, and software.

Parts of the computer and functions of the keyboard are introduced. The children create concept webs and graphs. Typing, utilizing drawing tools, adjusting page layout and changing font size and color are practiced. Inserting sounds enhances their work. Taking and inserting digital pictures into slide presentations is a skill that is introduced. Adding custom animations enhances the slide presentations.

SECOND GRADE CURRICULUM

LANGUAGE ARTS

Reading

The skills introduced in the Second Grade reading program fall into several different categories. First, word attack or decoding skills, i.e. long and short vowels, consonant blends, digraphs, irregular vowel patterns, compound words, contractions, suffixes, prefixes and root words are introduced or reinforced. The decoding skills are supported by work on sight vocabulary. Second, comprehension skills and the skill of reading to gain information are developed. The love of books is inherent in the program. How to use a table of contents and glossary is also part of the program.

The materials used are phonic series, stories, poems, or songs around a theme of study which illustrate aspects of word attack skills, and/or enrich and enlarge vocabulary.

Class and individual dictionaries, the Merrill Skill text series, supportive worksheets, tapes of stories or author study, videos, computer software and a rich variety of children's literature, both fact and fiction, are also used.

The methods used are individual, small group and large group instruction, sustained silent reading, the use of an individual reading log, partner reading, a listening center, a weekly library time, teacher read aloud stories, poems, and songs. Children who are not yet on grade level receive assistance from the Reading Specialist.

Writing

Writing permeates all aspects of the Second Grade program and so the skills involved are taught and reinforced throughout the curriculum.

These skills include the use of complete sentences, the use of correct punctuation and capitalization, writing of letters, recording observations and information, fictional writing and personal narrative. Specific times for work on writing skills come with a writing workshop time. Mini lessons are used to teach specific aspects of writing.

The materials used are the "Microsoft Word" computer program, blank books, worksheets, journals, and trade books to illustrate different genres, or aspects of writing.

Methods include small and large group instruction, writing thank you notes or letters to guest speakers, visitors, or people who have helped the class, gathering and recording of information for biographies or autobiographies, and sharing original writing in small and large groups within the class. There is also the opportunity to share with other classes at small group author sharings. "Treasures" the lower school literary publication, offers each child the opportunity to be published.

Handwriting

The skills introduced in handwriting at the Second Grade level consist of correct formation of upper and lower case letters, correct placement of letters and correct spacing of words. The D'Nealian style of handwriting is taught with practice in individual handwriting practice books, and the copying of poems or songs related to current classroom themes.

The skills are taught through individual instruction and through large group instruction.

Spelling

Second Grade continues the transition from invented spelling to the use of dictionary spelling. Unusual spellings are taught as sight words. Common patterns within words are taught (i.e. "tion"). Listing words in alphabetical order, identifying parts of a dictionary and using word sources around the classroom are also a part of the spelling program.

Spelling words are grouped into two categories: the priority words, that the children must never spell incorrectly (priority words are high frequency words) and core words which are the seeds of the program (core words consist of frequently used words, unusually spelled words and words relating to themes in the classroom). Springboard activities, spelling activities related to the core words, are used in daily lessons.

The assessment of how well the children spell will be on the correct spelling of those priority words in their everyday writing. In addition, in second grade, there will be weekly spelling checks. Students keep an individual dictionary or spelling list, and are expected to use the word resources around the room for accurate spelling. (See Priority Words List, pages 40-41)

MATHEMATICS

Second Grade math begins by reviewing number sequence and quantity. Counting by 1's, 2's, 5's and 10's are reviewed. The symbols =, >, < are introduced to compare two numbers. Students learn to show relationships by making and reading graphs. Estimation is undertaken with real objects. Patterns are reviewed. Symmetrical and asymmetrical patterns and objects are introduced. Number families to 10 are reviewed. Facts from 11-18 are introduced by building on tens.

To enhance understanding of base ten, work in bases other than ten is introduced first. Addition and subtraction of three digit numbers with or without regrouping is introduced. Money is studied along with addition and subtraction of tens. Children learn to tell time to five minute intervals, to the hour, half and quarter hour. Analog and digital clocks are used. Standard and non standard units of measurement are used to compare lengths. Measurement is sometimes combined with science. Measuring area and perimeter is introduced.

Math is taught in a very hands on discovery approach. The Math Their Way program is followed. Manipulatives (including pattern blocks, geoboards, unifix cubes, tangrams and jewels), math games and math journal writing, all supplement individual work, group work and whole class instruction.

SOCIAL STUDIES

Social Studies in Second Grade develops a sense of self in the general community and our Quaker community. An extensive unit is taught beginning with biographies, going through Black History, the history of the Quakers and study of local meetinghouses. It exemplifies that we can each make a difference within a community.

The community of the Middle Ages is investigated through a study of castles and medieval life. Significance of holidays and cultural differences are also taught.

Materials for teaching Social Studies are guest speakers, field trips, globes and maps.

VIOLIN PROGRAM

Second grade students have a class violin lesson once a week and practice with their class teacher every day. The purpose of the program, using the aural Suzuki approach, which focuses on the enrichment of the human spirit, reinforces the listening skills, the coordination skills, the cooperation skills, and the building of study skills that are essential to any learning.

SCIENCE

Second Grade students meet twice a week in the science laboratory for hands-on exploration.

Students begin their study of a topic by hypothesizing, observing, measuring, identifying properties and then, reflecting on and discussing what they have learned. Simultaneously, they are developing critical thinking and problem solving skills.

Topics previously introduced in Second Grade have been animals, sound, magnetism and electricity and balancing and weighing. The students record all their data and results in a permanent journal.

In addition to the laboratory classes, science is integrated into themes that are explored in the classroom. The science teacher supports these explorations, whenever possible, during the laboratory visits.

ART

Each class meets two periods per six day rotation. The Second Grade art program builds upon and refines all skills learned at the K and 1 level. There is concentration in the areas of painting emphasizing methods of application, color theory and mixing, use of collage materials, clay vessel building, the glazing process, print making, yarn painting and three dimensional sculpture. Work is done in moving from ideas drawn two dimensionally to creating them as three dimensional pieces. The ability to recognize the difference between realism and abstraction is stressed. Concepts around pattern, balance and texture are discussed. Appreciation of variety in styles and choices often enters our sharing times during peer critique sessions.

Materials used at this grade level that are in addition to those introduced from K and first can include paper mache, puppet materials, printmaking plates, additional ceramic glazes, tools and collage materials.

Experimentation in the art setting focuses on creativity and uniqueness in style and concepts, and famous artists in relationship to the history of art. Demonstrations to large groups and to individuals are given to begin units, along with discussions, brainstorming

sessions, peer coaching, critique sessions, lectures, and visual aids such as reproductions and other students' work

LIBRARY

Second graders attend one library class per cycle. Each student may check out two books at a time for personal reading. They browse and select library books with guidance that expands their awareness of distinctions of format, content, authors, and genres. During classes, they hear selections from among the best in children's literature, including fiction and nonfiction materials from a diversity of cultures and experiences. Throughout the year, second grade library classes focus on the literature of multicultural folktales and fairytales. As specific themes are studied in the classroom, classes will focus on related resources and literature, such as the biography unit. Students also increase their information literacy skills, such as identifying bibliographic information in books, using simple print reference sources. Classes include introductions to the Dewey Decimal system of classification, to the arrangement of books in the library, and to searching the library's online catalog and website.

MUSIC

Children in the Second Grade program meet with the music teacher two times per week. Students enjoy singing, listening to music, playing rhythm instruments, learning rhythmic chants, and moving to music. Emphasis is placed on developing a sense of pitch and tone quality in singing.

Second Grade students use and expand on what they have learned in previous years to read music. They execute rhythm compositions using drum sticks, boomwhackers, and other rhythm instruments. By understanding the concepts of note values (ta, ti-ti, ta-a, triple ti, and rest) and meter, they are able to count rhythms, divide rhythm into meter, and write their own rhythm pieces. They learn to read the letter names of the notes in the treble clef and use that knowledge to play the xylophones. Students sing, listen to many types of music, move to music, and increase their music vocabulary to bring an articulation to their understanding of musical concepts.

Students learn about performance and performance protocol by performing in a Winter Concert and by participating in a classroom musical production. Children are also encouraged to understand and use appropriate audience protocol.

PHYSICAL EDUCATION

In our educational games unit, a variety of chasing and fleeing games, cooperative games, mildly competitive games, partner games, large group games, are played. An introduction is made to team sports and skills. Pedometers are used to monitor student activity level during game play.

Skill development including locomotor, manipulative, and non-manipulative activities is practiced. Students work on increasing cardiovascular efficiency, flexibility, strength and agility. Students are taught the major muscle groups and major bone groups.

An adventure activity unit gives students the opportunity to demonstrate teamwork and problem solving skills, as well as using equipment in unconventional ways.

QUAKERISM

In the Second Grade, the following skills for a peaceful classroom are reinforced: listening, affirmation, focusing, feelings' awareness, nonviolent conflict resolution, communication, and cooperation. Diversity appreciation acknowledgement of resilience models and service to others are offered as ways of seeing the connectedness of individuals within a caring community. Friendship issues continue to be explored. Preparation for Meeting for Worship is continued. Support is given to classroom themes of Quaker Biographies, Early Quakerism, and Meeting House studies, including a field trip to Woolman Memorial and various Meeting Houses. Meeting members are resources and speakers. The Special Area Coordinated Theme includes a study of Edward Hicks paintings of "The Peaceable Kingdom".

Some of the materials used are Peace Making Skills for Little Kids, Spinning Inward, The Friendly Classroom for a Small Planet, and Opening Doors to Quaker Worship. A wide variety of children's literature is utilized. Different and the Same, a bias awareness and prevention curriculum, is a focus of study.

The methods of instruction used include centering activities, guided meditation, cooperative games, singing, reading, circle sharing of ideas and experiences, and simple art expression.

Computer

The second graders visit the computer lab once per cycle. The students will use technology resources for problem solving, communication, and illustration of thoughts, ideas and stories. All students will understand the function of computer components and peripherals. The students will be proficient in basic computer procedures. Each student will practice responsible use of technology systems, information, and software. Formal keyboarding will be introduced during the second half of the school year.

Parts of the computer and functions of the keyboard are introduced. The children create concept webs and graphs. Typing, utilizing drawing tools, adjusting page layout and changing font size and color are practiced. Inserting sounds enhances their work. Taking and inserting digital pictures into slide presentations is a skill that is reinforced. Adding customs animations enhances the slide presentations.

THIRD GRADE CURRICULUM

LANGUAGE ARTS

Reading

The reading program in Third Grade focuses primarily on comprehension and developing analysis skills. This is developed through study of plot, problem resolution, character, and setting, and the presentation of vocabulary in context. Students also compare and contrast various aspects of stories.

This is a literature based program and poetry, trade books, and thematically keyed selections are among the types of reading to which the children are exposed. The children keep a reading log listing the books they read.

Guided, shared, and silent reading is used as the children experience various selections. Additionally, children respond both orally and in writing to a variety of types of questions. Several times during the year, the children are asked to report on a book they have read by writing a story summary, and presenting a project which promotes the book. The children also learn from one another as they participate in small group or whole group discussions of a shared reading experience.

Students are expected to complete 15-30 minutes of free reading each night in addition to their homework.

Writing

Writing occurs across the curriculum as children write for different purposes. The children routinely respond in writing in all areas of study. A special concentrated time called Writing Workshop is set aside for creative writing. This time may allow for the children's choice in the type of piece they write, and at other times it may be teacher directed. Mini lessons in appropriate areas such as grammar and mechanics are given, using demonstrations, guided practice, and "Sentence of the Day" - a lesson in which a sentence is presented with spelling and grammatical errors, and the students must rewrite it correctly. Most classroom writing is done as a process which involves pre-writing, drafting, revising, editing, peer and/or teacher conferencing, and publishing. The piece is often presented to the whole class and the other students are invited to share their reactions. There is a good deal of time spent learning dictionary skills through workbook exercises as well as teacher instruction. The students complete book reports and are also led through two research papers during the course of the year.

Students contribute to the Lower School's creative writing magazine which is published twice a year.

Handwriting

The use of the D'Nealian Handwriting system is continued in third grade. The manuscript alphabet is reinforced and cursive handwriting is introduced. The D'Nealian Handwriting Workbook, Second Edition is supplied for each student. The D'Nealian philosophy includes respect for individuality as long as size, form, slant, and spacing are consistent. Modeling, guided practice and independent practice are used for instruction.

Spelling

The goal of the Third Grade spelling program is mastery of the words that are most often used in children's writing (Priority Words.) These words are listed in a high frequency list that numbers them in order of use. Students are given an ever increasing list of priority words taken from this list that they must spell correctly on all written assignments. They may refer to this priority words list whenever they wish; the emphasis is on proofreading and a student's pride in the final product.

Spelling lessons stress mastery of general spelling rules and patterns. Words used to achieve this mastery are core words. The activities used to teach words are called springboard activities. There are no weekly tests. Assessment is based on actual writing collected from all areas of the curriculum. (See Priority Word List, pages 40-41)

MATHEMATICS

The Third Grade mathematics program covers place value, multi-digit addition and subtraction, measurement, geometry, single digit multiplication, short division and fractions, decimals (10th and 100th). Also covered is time, money, rounding, estimating, graphing, and predicting. A strong emphasis is placed on problem solving, particularly through the use of Reading Problems in Mathematics. The Math Standards as put forth by the National Council of Teachers of Mathematics are the guide for instruction. Other resources include Scott-Foresman-Addison-Wesley Mathematics Level Three, and Mathematics, A Way of Thinking. Unifix cubes, Powers of Ten blocks, Cuisenaire rods, tangrams, pattern blocks, and beans and cups are used to visualize and explore math concepts and patterns.

Math is taught using concrete materials, cooperative learning groups, demonstrations, free exploration, and practical, real life situations. Students are encouraged to articulate, demonstrate, and write about their thinking as they go through the problem-solving process. Seeking more than one way to solve a problem, and developing various strategies for problem solving are taught and fostered.

SOCIAL STUDIES

Social Studies focuses on map skills (geography) and an exploration of other countries and cultures. Animals, American Indians, Immigration and family history are studied extensively. These topics are explored through the use of literature and research skills, and interwoven with math and writing whenever possible. Social skills and issues such as conflict resolution and stereotyping are discussed, and current events are explored on a weekly basis. The children are carefully guided through the process of writing two research reports during the year.

Some of the resources used for Social Studies are map skills activity sheets, various geographic, political, and relief maps and globes, trade books, atlases and reference books. The school's library provides a wide range of books on the topics covered. The children learn primarily through reading, research, charts, audio visuals, demonstrations, speakers, and projects, including service projects.

SCIENCE

Third Grade students meet three times a week in the science laboratory for hands on explorations.

Students develop their skills of hypothesizing, observing, recording and interpreting data in a hands on environment. They learn proper lab techniques in order to ensure safety

and avoid contamination. Working with partners, students learn to perform tests to assist them in determining physical and chemical properties of unknown substances.

Students explore the similarities and differences among substances. They conduct tests and develop a systematic way to record their observations. They learn to apply the information collected to identify materials they have been studying. These exercises help students develop and apply process skills in predicting, observing, describing and recording data.

Topics previously explored in Third Grade have been sound, chemical tests, weather and rocks and minerals.

In addition to the laboratory classes, science is integrated into themes that are explored in the classroom. The science teacher supports these explorations whenever possible during the laboratory visits.

A three day outdoor education experience provides experiential reinforcement for many of the topics studied during the year.

ART

Each class has two forty-five minute periods per six day rotation. The Third Grade art program builds upon and refines all skills learned at the K through 2 level. There is concentration in the areas of collage building, printmaking, drawing and illustrating written material, weaving, and graphic design. Class periods are longer at this level and children are encouraged to develop ways to organize time and to meet project goals. Opportunities through peer critique sessions allow for refining of verbal skills in relationship to discussing each others approaches to the assignment. Proper use of all tools and their functions are clearly described and stressed. Encouragement is given to develop ones own creative style and approach to assignments.

Materials used at this level that are in addition to those introduced for K through Second Grade can include: weaving materials, pariscraft sculpting materials, hand made printing plates, shadow puppet materials and stage, and additional ceramic tools.

Experimentation in the art setting, creativity and uniqueness in style and concepts and famous artists in relationship to the history of art is encouraged. Demonstrations to large groups and to individuals are given to begin units along with discussions, brainstorming sessions, peer coaching, critique sessions, lectures and visual aids such as reproductions, other students' work, power point presentations, charts and handouts.

LIBRARY

Third graders attend one library class per cycle. Each student may check out up to three books at a time for personal reading and class assignments. They browse and select library books with guidance that expands their awareness of distinctions of format, content, authors, and genres. During classes, they hear selections from among the best in children's literature, including fiction and nonfiction materials from a diversity of cultures and experiences. As specific themes are studied in the classroom, classes will focus on related resources and literature, such as during the immigration unit. They begin the study of the Dewey Decimal system of classification and how materials are arranged in the library, including the selection, location, retrieval, use and care of library materials. Students study and practice essential information literacy skills with print and electronic reference resources, selected online subscription databases, age appropriate search engines, and the library's online catalog. Students are also introduced to purposes and formats for the making bibliographies and bibliographic citations.

MUSIC

Children in the Third Grade program meet with the music teacher two times per week for general music class and occasionally for choir. Students enjoy singing, listening to music, playing rhythm instruments, learning rhythmic chants, and moving to music. Emphasis is placed on developing a sense of pitch and tone quality in singing.

Third Grade students build on what they have learned in previous years to read music. They compose and execute rhythm compositions using drum sticks, boomwhackers, and other rhythm instruments. They read the letter names of the notes in the treble clef and use that knowledge to play the xylophones. Third Grade students use their understanding of note reading to begin to play the recorder (using the left hand only) and perform on the recorder in the Winter Concert.

There is a concentrated study of Instruments of the Orchestra in third grade. These students learn about the four families of instruments and how sound is produced and changed for each instrument. Students make life-size models of instruments from "junk" they find around the house.

Students learn about performance arts and performance protocol by performing in a Winter Concert, a Spring Concert, for special occasions such as the Thanksgiving Happening and Final Meeting for Worship, and by participating in a musical production. Children are also encouraged to understand and use appropriate audience protocol.

OUTDOOR EDUCATION

For a few days in the winter, school for Third Grade students is held in an outdoor setting at Camp Bernie. Camp Bernie is a YMCA camp situated in the hills of Hunterdon County, at Port Murray, New Jersey. It is also a center for environmental studies, and it is for these studies that the third grade spends three days and two nights here.

Courses offered are Life in the Forest, Animals and Their Habitats, as well as Orienteering and cooperative problem solving activities. Courses are planned and taught by the Camp Bernie staff.

Third Grade teachers and other faculty members chaperone the trip. Children and chaperones stay in a heated, fully equipped house. Nutritious meals are prepared by the camp staff. The full cost of the trip is included in tuition.

PHYSICAL EDUCATION

A unit on educational games is spread throughout the year. These games include various tagging, chasing and fleeing, and dodging games. Also included are cooperative and competitive games. Team sports such as soccer, football, volleyball, basketball, floor hockey, base games, and hand tennis are introduced and rules and procedures are learned. Skill development consists of locomotor, manipulative and non-manipulative activities.

Pedometers are used to monitor student activity level during game play.

An adventure activity unit gives students the opportunity to demonstrate teamwork and problem solving skills, as well as using equipment in unconventional ways.

Students work on all aspects of physical fitness including increasing cardiovascular efficiency, flexibility, strength/endurance, and agility. In the cognitive domain students will have a firm grasp of the human body and how it relates to movement.

QUAKERISM

In the Third Grade, the following skills for a peaceful classroom are reinforced: listening, affirmation, focusing, feelings awareness, nonviolent conflict resolution, communication, and cooperation. Special attention is paid to seeing the positives in ones self and appreciating them in others. A Study of Ethics is introduced as "doing the right thing" while living in a community. Ethical values of respect, compassion, responsibility, fairness, and honesty are introduced. Diversity appreciation and service to others are offered as ways of seeing the connectedness of individuals within a caring community. Preparation for Meeting for Worship is continued.

“Peer Mediation” as a method of conflict resolution, is introduced by a skit from Fourth Grade mediators. Third graders may take advantage of this method of problem solving while on playground and lunch. Awareness of bullying and teasing is discussed with ideas for solving these types of conflicts.

Some of the materials used are Creative Conflict Solving for Kids, Spinning Inward, Creative Conflict Resolution, Elementary Decision Skills and other resources from The Institute for Global Ethics, and Elementary Perspectives. A wide variety of children’s literature is utilized, including folk tales from other cultures.

Methods of instruction include centering activities, guided meditation, small group cooperative projects and games, reading, group processing of experiences, role playing and sharing.

Computer

The third graders visit the computer lab once per cycle. The students will use technology resources for problem solving, communication, and illustration of thoughts, ideas and stories. All students will understand the function of computer components and peripherals. The students will be proficient in basic computer procedures. Each student will practice responsible use of technology systems, information, and software.

Parts of the computer and desktop terms are reinforced. The student work on developing keyboarding skills with frequent visits to the computer lab. Formatting documents using handwritten reports is practiced. Entering data into a spreadsheet and creating a graph is practiced. Utilizing online databases for research is introduced. Creating timelines, slide presentations and making movies is introduced using themes from the classroom.

FOURTH GRADE CURRICULUM

LANGUAGE ARTS

Reading

Fourth Grade students are expected to be reading on or above grade level. Those who require extra support will work with our Reading Specialist. All students participate in a classroom literature book program. Our students are read to each day to expose them to quality literature of various genres.

Literature books that have been used in class include Takashi's Voyage, Number the Stars, and Following Fake Man.

The primary emphasis of the reading program is on the enjoyment of literature. However, class discussion and follow-up writing assignments enhance a deeper comprehension and appreciation of different writing styles. Skills such as comparing, contrasting, sequencing, inference and analysis are developed. Students should read 20-30 minutes each evening in addition to their other homework.

Writing

Writing skills are essential. Fourth Grade students write regularly in their journals and complete two research papers as part of the Social Studies program.

Creative writing, however, is the most important part of the program. Fourth Grade students do free writing as well as focused writing in short stories and poetry. They also are asked to think about the purpose of their writing and the different audiences who will read or hear it, which include younger children in our Author Sharing and Treasures.

Most grammatical errors are corrected by the author while reading aloud in peer or teacher conferences. Students are often involved in editing a classmate's paper. When necessary, an English text is consulted by the students. This text may also be used to teach short lessons on parts of speech, combining sentences, correcting run-on sentences and punctuation. Friendly Pen Pal letters are exchanged during the Spring with Fourth Graders attending all Friends Schools in southern New Jersey.

A typical writing class may begin with a mini-lesson followed by a longer writing time. These periods sometimes end with a sharing session.

Handwriting

The use of the D'Nealian Handwriting system is continued in Fourth Grade. The D'Nealian philosophy includes respect for individuality as long as size, form, slant and spacing are consistent. The goal for all students is to be able to read and write both manuscript and cursive. Proper formation of the letters in cursive is expected, and the bridging and flow of letters in words is reinforced. Neatness and legibility are expected.

Each student has a copy of the lower and upper case cursive letters. Larger copies are posted in the classrooms. Handwriting is taught in the classroom with weekly assignments and by daily practice.

Spelling

The goal of the Fourth Grade spelling program is mastery of the words that are most often used in children's writing. These words are listed in a high frequency list that numbers them in order of use. Students are given an ever increasing list of priority words (taken from the high frequency list) that they must spell correctly on all written assignments. They may refer to this priority words list whenever they wish. The emphasis is on proofreading and a student's pride in the final product.

Spelling lessons stress mastery of general spelling rules and patterns. Words used to achieve this mastery are core words. The activities used to teach words are called Springboard Activities. These are no weekly tests. Assessment is based on actual writing collected from all areas of the curriculum. (See Priority Word List, pages 40-41)

MATHEMATICS

The Fourth Grade mathematics program covers place value, multi-digit addition and subtraction, multi-digit multiplication and division, rounding and estimating, graphing, predicting and probability, time and measurement, geometry, introduction to algebra,

fractions and decimals. Problem solving and searching for mathematical patterns are stressed throughout the year.

The text used is Scott Foresman-Addison-Wesley Math, level 4. The “Hands-On-Equations” developed by Henry Borenson, is also used. Learning in our math classes is enriched by many manipulatives, such as unifix cubes, number cubes, geoblocks, tangrams, pattern blocks and geoboards. We also use games and calculators. Math A Way of Thinking supplements our program.

Information is presented through lectures and demonstrations. The students also participate in practice and drill sessions, and are involved in individual and group discovery discussions. The question, “How did you get that answer?” is more important than “what is the answer”?.

SOCIAL STUDIES

Fourth Grade Social Studies begins with an over-view of the United States, followed by focus on New Jersey. Students learn about early New Jersey history, natural resources, industries, government, and famous people. Sources used include Social Studies: New Jersey (Scott Foresman), library books, the Internet, maps, globes, atlases, and encyclopedias. Students write two research papers during the year, one on a state of their choice, and another about a famous person from New Jersey. These reports involve finding information, organizing information into an outline, writing rough and final drafts, and then completing a bibliography. The second paper is presented at a New Jersey Symposium, which involves Fourth Graders from five Friends Schools in southern New Jersey.

The Voyage of the MIMI (Bank Street College) is also part of the Fourth Grade curriculum. The voyage emphasizes ecology and oceanography while "the crew" sails along the coast of New England.

Map skills and the use of new vocabulary words are emphasized throughout the year, as is an on-going awareness of Current Events. Students read Time for Kids weekly news magazine.

Field trips to museums and historic sites enrich the program.

SCIENCE

Fourth Grade students meet three times a week in the science laboratory for hands-on science experiences.

Students develop their skills of hypothesizing, observing, collecting, recording and interpreting data. They learn proper lab techniques in order to ensure safety and avoid contamination. Working with partners, students learn to perform various tests.

Topics that have been covered include food chemistry, magnets, motors, buoyancy, and chemistry.

ART

Each class has one extended period in art per week. The Fourth Grade art program builds upon and refines all skills learned at the K through 3 level. There is concentration in the areas of clay, still life drawing, painting, and three dimensional paper construction, illustration of written material and enlargement of drawings by graphing, and multi media landscape production.

There is encouragement to further develop each child's awareness to his/her own style and emphasis on increasing verbal communication through peer critique sessions. Also stressed at this level is the ability to organize time and meet project goals. Materials used at this grade level in addition to those introduced from K through 3rd grade are still life set ups and lighting equipment, acrylic paint, and additional tools in ceramics, and cloth dye.

Stories are often read to demonstrate concepts of experimentation in the art setting, creativity and uniqueness in style and concepts and famous artists in relationship to the history of art. Demonstrations to large groups and to individuals are given to begin units along with discussions, brainstorming sessions, peer coaching, critique sessions, lectures and visual aids such as reproductions, other students' work, slides, charts and handouts.

LIBRARY

Fourth graders attend one library class per cycle. Each student may check out up to four books at a time for personal reading and class assignments. They browse and select library books with guidance that expands their awareness of distinctions of format, content, authors, and genres. During classes, they hear selections from among the best in children's literature, including fiction and nonfiction materials from a diversity of cultures and experiences. They study the Dewey Decimal system of classification in detail and gain practice in the selection, location, retrieval, use and care of library materials. Fourth grade students study and practice essential information literacy skills with print and electronic reference resources, selected online subscription databases, age appropriate search engines, and the library's online catalog. Students gain experience in making bibliographies and bibliographic citations with a variety of bibliographic citation formats.

MUSIC

Children in the Fourth Grade program meet with the music teacher two times per week for general music class and occasionally for choir. Students enjoy singing, listening to music, playing rhythm instruments, learning rhythmic chants, and moving to music. Emphasis is placed on developing a sense of pitch and tone quality in singing.

Fourth Grade students build on what they have learned in previous years to read music. They compose and execute more complicated rhythm compositions using drum sticks, boomwhackers, and other rhythm instruments. They read the letter names of the notes in the treble clef and use their knowledge of note reading to play the recorder (left and right hands) and perform on the recorder in the Winter Concert.

There is a concentrated study on the history of popular music in America from the 1950's to the present day. We look at how music has evolved and how it reflected the culture and events of the time. By keeping a listening journal, students are able to determine their own personal tastes in music and to articulate a sense of those preferences.

Students learn about performance arts and performance protocol by performing in a Winter Concert, a Spring Concert, for special occasions such as the Thanksgiving Happening and Final Meeting for Worship, and by participating in a musical production. Children are also encouraged to understand and use appropriate audience protocol.

OUTDOOR EDUCATION

Fourth Graders spend three days and two nights in the Spring at Camp Ockanickon, a YMCA camp in nearby Medford, New Jersey. The focus of the trip is individual growth as part of a community. It is a nice way for the Fourth Graders to celebrate their Lower School experiences together as they prepare to move on to the Middle School. Activities include two problem solving sessions on an Initiative Course, canoeing on a lake, hiking on the nature trail, and preparing and presenting camp skits. The Initiative Course and canoeing are led by the Camp Ockanickon staff; the fourth grade teachers lead the other activities. The camp experience is chaperoned by the Fourth Grade teachers and other faculty members. Adults and children stay in facilities that are heated and fully equipped. Meals are prepared by the Camp Ockanickon staff. The full cost of the trip is included in tuition.

PHYSICAL EDUCATION

A unit in educational games spreads throughout the year. These games include various tagging, chasing and fleeing, and dodging games. Also included are cooperative games, competitive games, partner games, and large group games. We start some team sports such as soccer, flag football, volleyball, basketball, floor hockey, base games, and hand tennis and learn their rules and procedures.

Pedometers are used to monitor student activity level during game play.

An adventure activity unit gives students the opportunity to demonstrate teamwork problem solving skills, as well as using equipment in unconventional ways.

Skill development consists of locomotor, manipulative and non-manipulative activities. Students work on all aspects of physical fitness including increasing cardiovascular efficiency, flexibility, strength/endurance, and agility. In the cognitive domain, students will have a firm grasp of the human body and how it relates to movement and a cache of knowledge of the rules and strategies of many sports and games.

QUAKERISM

In the Fourth Grade the following skills for a peaceful classroom are introduced and reinforced: listening, affirmation, focusing, feelings awareness, nonviolent conflict, resolution, communication, and cooperation. Diversity appreciation and service to others are offered as ways of seeing the connectedness of individuals within a caring community. Peer mediation skills are taught to all members of the class including study of the sources of conflict, observation and understanding the emotions involved and how to listen. Concepts of impartiality, confidentiality are also explored. Students have the opportunity to put these skills to use on the playground. There is special emphasis on the issues of bullying and teasing. Preparation for Meeting for Worship is continued, with special emphasis on their role as elders who set the tone and have care of the weekly Meeting for Worship. To grow the concept of spirituality the jobs of listening, being present, and speaking are highlighted.

Some of the materials used are Mediation for Kids In Dispute Settlement, Opening Doors to Quaker Worship, and The Friendly Classroom for a Small Planet.

Methods of instruction include centering activities, guided meditation, cooperative games, role playing, reading, circle sharing of ideas and experiences. Problem solving in relationships and conflicts is emphasized.

Service club is offered weekly for student volunteers to assist with Lower School service projects.

Computer

The fourth graders visit the computer lab once per cycle. The students will use technology resources for problem solving, communication and illustration of thoughts, ideas and stories. All students will be proficient in basic computer procedures. Each student will practice responsible use of technology systems, information, and software.

Parts of the computer and desktop terms are reinforced. The student work on developing keyboarding skills with frequent visits to the computer lab. Formatting documents using handwritten reports is practiced. Entering data into a spreadsheet and creating a graph is reinforced. Utilizing online databases for research is reinforced. Creating web pages using themes, bullets, pictures and hyperlinks, is introduced. Creating timelines, slide presentations and making movies is reinforced using themes from the classroom.

