

Katonah-Lewisboro School District

Curriculum Guide

First Grade

2023-2024



FIRST GRADE CURRICULUM OVERVIEW

The district curriculum is based on the current [New York State Learning Standards](#).

English Language Arts and Literacy: K-5: The Katonah-Lewisboro School District is committed to using a comprehensive approach to literacy instruction. This approach is grounded in the [Five Essential Components of Effective Reading Instruction from the National Reading Panel \(2004\)](#), the standards and practices of the NYS Next Generation Standards, and the science of reading research. Our approach includes explicit instruction and opportunities for students to develop skills and strategies in the areas of reading, writing, listening, and speaking. We use a variety of structures to teach the essential components of effective reading and writing. Some structures teach skills in isolation, some teach skills in the context of reading and writing, while others help bridge the two. Rather than compartmentalizing the essential components of reading and writing, this combined approach supports students to learn skills in a direct and systematic way, and then to apply those skills in the context of authentic reading and writing. The structures include:

Reading Instruction	Writing Instruction
Reading Workshop Mini-lesson (explicit instruction includes modeling and demonstration) Independent reading Small group instruction (guided reading and strategy lessons) Share Interactive Read Aloud Shared Reading	Writing Workshop Mini-lesson (explicit instruction includes modeling and demonstration) Independent writing Conferring Small group instruction Share Shared and Interactive Writing Grammar and mechanics (spacing, capitalization, punctuation)
Word Study: Phonemic awareness, phonics, letter formation, spelling and vocabulary	

Our **reading curriculum** includes a balance of literature and nonfiction (informational text). Students read daily to improve their fluency, comprehension, and stamina. The level of text complexity increases throughout the K-5 years, and assessments are used to match students with appropriate texts. Additionally, students are taught how to self-select texts for identified purposes and enjoyment. Explicit instruction focuses on foundational skills (phonemic awareness, phonics, concepts of print), fluency, and comprehension.

The **writing curriculum** includes three main types of writing: narrative, informational, and opinion. Students write daily to improve their stamina, volume, and craft. Writing occurs across the curriculum and for a variety of purposes. Students engage in both the writing process and on-demand experiences.

Speaking and listening are also important components of the literacy program. Students are taught how to effectively communicate with each other, engage in opportunities to think critically, and talk with each other about content, strategies, and original ideas.

LITERACY

First grade students become more independent readers and writers. They will continue to learn and practice rules for recognizing the sounds that make up words and will be able to sound out more complex words. Such foundational skills are necessary and important components of developing fluent, proficient readers. Students will become more strategic and strengthen their comprehension strategies as they read and discuss more complex text. As they write and speak, first graders will learn to use language appropriately which includes using complete sentences and spelling words with increasing accuracy. Teachers use the newly revised *Units of Study in Reading, Reading Strategies 2.0*, and newly revised *Units of Study in Writing (Heinemann)*, to guide the lessons for reading and writing workshops, and *Foundations (Wilson)* and *Heggerty* resources to guide their word study instruction.

Foundations is a scientifically based, multisensory, structured literacy program that aligns with Orton-Gillingham principles and offers direct, explicit, and cumulative word study instruction. It is used in the primary grades to provide explicit instruction to build foundational language skills. The lessons are sequenced for skill development in the areas of print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, vocabulary and handwriting. Students continue building high-frequency word banks. Daily activities provide opportunities for practice in order for skill application to transfer into reading and writing. Throughout the year, assessments monitor student progress and are used to determine appropriate instruction for students. In addition, teachers use *Heggerty* instructional resources and assessments to support the development of students' phonological and phonemic awareness, important indicators of future reading success.

A sample of what your child will be working on in first grade includes:

- Using phonics (matching letters and sounds) and other word analysis skills to figure out unfamiliar words when reading and writing
- Taking part in conversations about topics and texts being studied by responding to the comments of others and asking questions
- Describing characters, settings and major events in a story using key details
- Engaging in a writing unit of study called ***Small Moments: Writing with Focus, Detail, and Dialogue***. Early in the year, students take the everyday events of their young lives and make them into focused, well-structured stories; they learn to breathe life into the characters by making them talk, think, and interact.
- Engaging in a reading unit of study entitled ***Learning About the World***. This mid-year unit taps into children's natural curiosity as they explore nonfiction, while learning comprehension strategies, word solving, vocabulary, fluency, and author's craft.
- Engaging in a writing unit of study called ***From Scenes to Series: Writing Fiction***. Later in the year, students learn to "show, not tell" and use action, dialogue, and feelings to create a whole series of fiction books.
- Describing people, places, things and events with relevant details, expressing ideas and feelings clearly and with complete sentences.

MATHEMATICS

The Katonah Lewisboro School District has adopted the hands-on and minds-on K-6 Math Curriculum enVision Mathematics (2024) as the primary instructional resource to use within our math workshop model. Students explore grade level concepts with engaging materials, manipulatives, videos, online access and interdisciplinary activities that support student learning. The program is organized to promote focus and coherence each day. Assessments provide meaningful feedback to support student learning. The comprehensive program focuses on problem-based learning, develops conceptual understanding, and most importantly, connects mathematical content and processes. Learning is also supported through small group and collaborative activities.

In addition to developing a common math vocabulary, first grade students will represent and solve problems involving addition and subtraction. They will add and subtract within 20. Students will work with addition and subtraction equations and understand the relationship between addition and subtraction. They will extend the counting sequence beyond 120 and understand place value. Students will use place value understanding and properties of operations to add and subtract. Students will also tell and write time as well as reason with shapes, their attributes, and fractions. The domains covered in first grade include Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data and Geometry.

The New York State Next Generation Mathematics Learning Standards focus on the standards of mathematical practices listed below:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

The recently revised 2024 edition of enVision now includes new family engagement resources that families can access online at any time. There is general topic level support and daily lesson support for families. Families can read an overview of each topic's content, sample worked problems, and related home activities. A video of the math content from that lesson is available for families to view, with review ideas and materials to support you at home.

In addition, enVision 2024 has added a student led exploration with new lessons called, "Let's Investigate!" These lessons encourage input from every student to build a collective understanding of new ideas. "Let's Investigate" introduces new concepts and lays a foundation for upcoming lessons.

SCIENCE

Science is taught to students in grades K-5 using the Amplify Science curriculum, which is aligned to the newly released New York State Science Learning Standards *

Amplify Science is a phenomena-based science curriculum that is designed to give students engaging, realistic experiences that mirror how scientists and engineers work. As such, this elementary program blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Amplify's compelling hands-on investigations, print resources, and digital modeling tools and simulations work together to enable students' investigations and explorations. These experiences also prepare students to successfully complete the four state-mandated science investigations in grades 3, 4, and 5, and the culminating state assessment in the Spring of 5th grade.

(Source: <https://amplify.com/programs/amplify-science/>)

First Grade Units:

- Animal and Plant Defenses
- Light and Sound
- Spinning Earth

*“The New York State P-12 Science Learning Standards are based on the Framework for K–12 Science Education developed by the National Research Council and the Next Generation Science Standards. The framework outlines three dimensions that are needed to provide students with a high-quality science education. The integration of these three dimensions provides students with a context for the content of science, how science knowledge is acquired and understood, and how the sciences are connected through concepts that have universal meaning across the disciplines.”

[Introduction to the NYS P-12 Science Learning Standards](#)

SOCIAL STUDIES

Building upon the New York State Social Studies Framework, the Katonah-Lewisboro curriculum supports teachers in integrating the elements of the Framework (Key Ideas, Conceptual Understandings, and Content Specifications) with Social Studies practices and Common Core Literacy Standards into rigorous and engaging curricula and instruction. Through an inquiry-based approach to instruction, students develop thematic and conceptual understandings while applying disciplinary practices and literacy skills in the context of the content of Social Studies.

The Katonah-Lewisboro Social Studies curriculum incorporates the Teacher's Curriculum Institute (TCI) program as an instructional resource to support our Social Studies Curriculum. TCI is a program that creates social studies resources to enable educators to improve their ability to engage students in a diverse classroom. TCI resources and services are based on proven teaching strategies and practices that bring education to life to achieve consistent and positive classroom results. The TCI program is specially curated to meet state standards, create engagements in lessons and help students better understand the content through hands-on and experiential exercises. In addition, teachers have access to Social Studies ELA, a digital resource collection curated by educators throughout the region and offered through BOCES of Putnam Northern Westchester. The EngageNY website also provides access to inquiries that are aligned to the New York State Social Studies Framework.

In first grade students study *My Family and Other Families, Now and Long Ago*. The course is organized around the same five units of study that organize kindergarten Social Studies—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic. In first grade students examine families and develop an awareness of cultural diversity within the American culture. Responsible citizenship is introduced, as well as the role of authority in making rules and laws. The students will increase their geography skills through the use of maps and directions. Family history provides the basis for examining sources of information and organizing that information. Economic terminology and principles are introduced in the context of family resources, as well as in making economic decisions.

Key Ideas Include:

- Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.
- There are significant individuals, historical events, and symbols that are important to American cultural identity.
- A citizen is a member of a community or group. Students are citizens of their local and global communities.
- People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.

HEALTH

The health program, *The Great Body Shop*, is designed to promote behaviors that foster better health. Though students study similar topics at each grade, the depth of content and complexity of ideas vary from grade to grade. All students study growth and development, nutrition, safety, illness prevention, substance abuse prevention, personal safety, family life, and community health. First grade topics include: *Why Do We Eat, All About Medicine, Talk and Listen, Happy, Sad and In Between* and *How I Breathe*. All students will learn about the importance of physical fitness and nutrition through their physical education classes.

TECHNOLOGY

In line with the district's [Technology and Learning Commitments](#), technology is seen as a tool to enhance student learning, support an active learning environment, and is integrated throughout the curriculum. Each student is issued a district iPad and a network log-in that provides access to district apps and programs.

Students:

- Understand and practice responsible use of technology systems and information
- Use technology tools to enhance productivity and creativity
- Use a variety of media formats to communicate information and ideas effectively
- Use technology resources for solving problems and making informed decisions

In first grade, students will:

- Identify and discuss essential computer terms
- Place the cursor at a specified location
- Use hardware (e.g., headphones, keyboard, mouse, and monitor) responsibly and carefully
- Recognize the components of multimedia (e.g., sound, graphics, text)
- Identify basic Internet navigation (e.g., Back, Forward, Scroll bars)

LIBRARY MEDIA

The Katonah-Lewisboro Library Media Program is designed to foster a love of reading and teach the skills that enable students to become effective and efficient users and producers of information. Student exploration of technology for learning and information is a key component of the library curriculum. The library media program integrates skills into all content areas at each grade level. These skills are taught in collaboration with the classroom teacher in the context of the curriculum. The three main areas of emphasis in the library media program are:

The Information Problem-Solving Process

- Formulate appropriate questions
- Locate applicable sources
- Analyze and evaluate information retrieved
- Synthesize learning
- Evaluate the problem-solving process
- Clearly present their findings.

Literature Appreciation

Students acquire an appreciation of a wide range of literature in a variety of formats.

Technology

Students develop the ability to use the tools necessary to access and communicate information.

Students:

- Select books for interest and information
- Recognize the materials in the library are arranged in specific ways
- Develop questions to investigate a topic
- Distinguish between fiction and non-fiction
- Respond to literature in a variety of ways
- Use appropriate technology to locate and collect information from a variety of sources
- Use age appropriate multi-media
- Participate in creating class presentations

ART

The elementary art curriculum allows students to focus on a variety of drawing and painting skills and two-dimensional design in the atmosphere of a traditional *atelier* while adhering to the canon of fine arts as well as the [New York State Learning Standards for Visual Arts](#).

Through the paradigm of art history and criticism we will focus on the elements and principles of art and design with an emphasis on composition and creative problem solving.

Across all grade levels, there is an emphasis on STREAM (Science, Technology, Research, Engineering, Art/Design, and Mathematics). From architectural design to perspective study, to color and value theory and three-dimensional design, STREAM is interwoven and is coming more to the forefront of visual art education.

Students will create projects that apply these skills to a linear (one and two-point) perspective, full color drawing; a still life painting, landscape painting and portraiture.

Students are required to complete projects and sketchbook assignments. Successful students are willing to be creative, take risks, show evidence of effort and master visual language and cognitive skills.

MUSIC

First Grade students will build upon skills learned in Kindergarten. Children will continue to create, perform, and respond to a variety of grade level appropriate games and songs. Student will develop skills in singing, music reading and notation. Solfege syllables and hand signs will be introduced. Rhythmic notation of eighth and quarter notes, as well as quarter rests will be introduced. Movement activities and instruments will reinforce steady beat and appropriate rhythms. Students will be introduced to program and orchestral works. Through these pieces students will be able to identify musical instruments by sight and sound and recognize instrument families. Students will become familiar with the roles of composers and conductors. Students will have a performance opportunity.

PHYSICAL EDUCATION

The objective of the first-grade program is to continue to incorporate movement and locomotor skills. There is a greater expectation that children apply the concept of human movement to the development of new skills (e.g., catching objects while moving).

The K-5 curriculum encourages the development of the following in students:

- Physical fitness (both cardiovascular and muscular-skeletal)
- Communication skills
- Cooperation
- Risk-taking
- Safety

- Self-initiative
- Leadership
- Trust
- Self-respect, as well as respect for others

THE LEARNING COMMITMENT AND DISTRICT FOCUS AREAS

[The Katonah-Lewisboro School District's Learning Commitment](#) is an aspirational statement that guides the teaching and learning environment in our schools. In addition, the district has three major focus areas that provide opportunities to make the Learning Commitment come alive as students and faculty work on solutions to some of the most pressing problems in our world today. These areas are Diversity, Equity, Inclusion, and Belonging; Social Emotional Well-being, and Sustainability. Our work in these areas is guided by the following policies:

- Diversity, Equity and Inclusion (Policy 0105, Adopted June 2022)
- Sustainability (Policy 5410, Adopted June 2009)
- Campus Sustainability (Policy 8920, Adopted November, 2012; Revised and Adopted April, 2016)
- School District Aims and Goals (Code 0200)