Library
During the second semester, Grade 1 students enjoy selecting books in the library from an increasingly broad collection of titles, exploring new types of books. Grade 1 library time is also used to share and discuss books about change and life cycles, encouraging students to draw connections and correlations between the changes they’re observing in the seasons and in the course of their classroom projects involving butterflies and chickens. As the year progresses, students are given an introduction to the basic organizational principals of the library, and begin to become increasingly independent and responsible library users.

Literacy
The study of Change provides opportunities for the students to explore both concrete and complex changes in literature. Beginning with an Eric Carle Author Study, the students explore the difference between fact and fiction while continuing their work on problem and solution from earlier in the year. They carry this work into their writing as they describe real life problems that they faced. Through an in-depth study of nonfiction, the students learn about various text features and practice activating prior knowledge before reading a text. They work on making deeper connections and reading for a specific purpose. As writers, they think about their purpose: to inform, instruct or persuade and craft pieces to get the desired point across. Spelling, vocabulary, decoding and grammatical skills are strengthened as the students continued their exploration of word structure, word meaning and sentence structure.

Mathematics
Students in Grade 1 dive into investigations of number, geometry, and measurement. The beginning of the New Year launches an in-depth study of clocks and time. They also explore the structure and patterns of the calendar and learn how to use it as a tool. Their knowledge of doubles, near doubles, ten’s plus, and “ways to make ten” facts become “Helper Facts” for solving more challenging problems. The closed number line and other models, such as the hundred chart, also play an important role in supporting students in their understanding of money and recognizing the relationship between addition and subtraction. An exploration into 3D geometry invites students to examine attributes by identifying, sorting, and classifying objects in their surroundings. The end of the year culminates in an integrated unit allowing students the opportunity to estimate, calculate and apply their understanding of standard and nonstandard tools and units of measurement. They also have opportunities to engage in authentic problem solving situations on a regular basis. Within each investigation, students further develop their mathematical vocabulary and communication skills by working independently and collaboratively with peers.

Performing Arts: Dance
In the second semester, students continued to develop technical and improvisational skills and learned to apply specific intellectual concepts to each of their dance projects. Integrating technology with dance, students collaborated with partners, brainstorming, planning, and designing story dances, and then translating them into digital productions using storytelling apps. Students practiced traveling dance steps in synchronized trios. Based in the curricular concept of Change, students
experienced advanced Puppy Play, intermediate yoga and partner dancing, reflecting on how they had changed since first learning these activities one year ago.

Students also expanded their imaginations and studied the poetic changing of words by choreographing to nonsense poetry and Dr. Seuss stories such as “Elabelyphyn” and “The Thinks You Can Think.” They demonstrated problem-solving techniques by creating their own Save The Solar System invention dances that illustrated changing pathways of moving energy. After studying the stage areas, students learned to track and record these dances on a Stage Area Map. Through study, rehearsal and performance, students built self-confidence, grew in creative expression, and developed a new level of understanding about how dance can be a powerful medium for communication of ideas and connection with the world around them.

Performing Arts: Music
The Grade 1 students work on naming rhythmic patterns such as the quarter note, quarter rest and eighth notes, which have been labeled ta, ta rest, and ti-ti. In the context of playing musical games and analyzing the sentence structure in songs, they practice reading, writing and composing patterns using these rhythmic values. Students are also introduced to “Music Street” where the pitch syllables Sol, Mi and La live. They learn to sing, read and aurally identify patterns comprised of the pitch syllables Sol, Mi and La. They also practice reading simple melodies using the Curwen hand signs, using their own fingers as a staff and also reading from a two line staff. Through these activities, they experience the concept of lines and spaces in musical notation, thus preparing them to read from a full five line staff next year. Throughout the semester, students master many new songs and dances, along with dramatizing the Aboriginal tale “Tiddalick the Frog.”

Science
This semester we explore the concept of Change through life cycle investigations. Students study various organisms growing in the Discovery room or homerooms, including mealworms, various plants, butterflies, and eggs and chickens. They deepen their observation skills, and explored ideas through discussion and by keeping notes in their science folder. Experiments include designing mealworm playgrounds, exploring how temperature affects the rate of metamorphosis, and how withholding light, water or soil affect plant growth. A number of nature field trips to Riverside Park throughout the year help to deepen students’ understanding of Change.

Social Emotional Learning
In the second half of Grade 1, social emotional learning is integrated into the study of Change. Children begin to appreciate the ways in which their own hard work brings change in the form of increased competence in multiple areas. They begin to set realistic goals for themselves, and to feel pride in mastering new skills. In their friendships, students practice taking turns and sharing, as well as resolving conflicts and being flexible. Gradually, students have developed an awareness of the ways in which their actions affect those around them and the ability they have to change situations for the better. As they move toward Grade 2, the children have also become more independent as learners. Grade 1 students have grown in their understanding of the need to be responsible for their work and for their actions throughout the day. Students have practiced making positive contributions to their classroom and the larger community.
Social Studies
Grade 1 students continue to explore the theme of Family and the concept of Change during the second semester. Students work to notice and make change in our community as well as notice and make change in the wider world. Using surveys to collect data, students identify school and community issues and brainstorm possible solutions to enact change. As they begin their studies of change in the greater community, students investigate change in terms of time, seasons, and the calendar. In a continuation and expansion of this study, the children used the research question, “where do families get their food?” To guide the inquiry, students visit farms, farmers markets, grocery stores, and local food organizations. From there, the students engage in several learning experiences that help them understand how food makes its way from farms to tables. The learning culminates in a showcase of student work about the life cycle of food. After studying natural change, their focus shifts to how to influence change in the wider world. They learn about problems in our community, such as pollution, recycling, trash, and staying healthy. In a final share, Grade 1 students present the facts about these topics and suggest small changes their families could make that could help solve these larger issues.

Spanish Language/Literacy
In Grade 1 Spanish class students continue making connections with various disciplines while developing their reading, writing, listening, and speaking skill in the target language. We integrate our Spanish learning content with Grade 1 literacy goals and concepts, particularly through varied texts. While studying the concept of Change in fairy tales, we read “Los Tres Cerditos” (The Three Little Pigs), “La Gallinita Roja” (The Red Hen), “Ricitos de Oro y los Tres Osos” (Goldilocks and the Three Bears) and “Caperucita Roja” (Little Red Riding Hood). Students learn about La Casa (the house) and respond by drawing and writing about the different homes in the stories, as well as their own home.

We also integrate with the science curriculum. Our study of the concept Change includes learning about the weather and the life cycle of the butterfly. Grade 1 children remain focused on the enjoyment of Spanish language learning through activities, songs, and games that keep students motivated.

Technology
In Grade 1, students continued to code, learning the fundamental of Scratch Animation. Children dragged block programs to create simple animated stories. In addition, students continued to make real world connections with simple machines and applied concepts and understandings to make an Automaton, a moving cam mechanism. The process included learning how to use everyday household items like cardboard, craft foam, skewers and a glue gun to create engineering items while having fun with creativity.

Visual Arts
The Grade 1 students explore and deepen their understanding of the yearlong concepts Change and Connection through artistic expression in the art studio. Following the collage study last fall, the students begin this semester with studying printmaking techniques. They learn to change a collage into collagraph prints. While studying the artistic concept of three-dimensionality, the students continue to investigate Change and Connection in the sculptural work. They explore construction techniques and unique qualities of materials such as paper, cardboard and clay, and created three-dimensional sculptures. Learning how to construct clay objects, the children sculpt and glaze three-
dimensional clay animals. The year culminates in the observational drawing unit. The students develop their observational drawing skills in connection with the study of life cycles; they draw plants, flowers and chicks from observation.

Wellness
During the second half of the school year, the Grade 1 students build on the skills they learned during the first half of the year and learn some new skills in addition. The students focus on cooperative skills during our games unit; they work with partners, small groups, and the whole class to communicate and work together in order to complete challenges. In soccer, they learn dribbling, passing to a partner and using different parts of the feet to make the ball move at different speeds. Students also use their first implement (a paddle) to strike a ball. They are able to strike using underhand, overhand, and sidearm methods while holding the paddle in their own space. The students explore different challenges in the gymnastics unit. Students learn different ways to move and hold their bodies with strength and balance. All of the students work on floor exercises, including log, forward, and backward rolls, donkey kicks, and handstands. Grade 1 students learn about the effects of exercise on the circulatory system and respiratory systems. Students engage in a study of germs and hygiene, in which they learn about how germs (bacteria and viruses) can cause changes in our bodies and discuss preventative measures to deal with them.