



First and Second Grade Curriculum at Breakwater



Intrapersonal & Interpersonal Skills



Intrapersonal Skills (Habits of Mind/Executive Functioning) at Breakwater

By the end of first grade, most children will:

- Master the ability to follow two-step verbal and visual directions independently, both individually and in a group setting.
- Develop the ability to independently sustain attention to task for seven to ten minutes.
- Understand class routines and procedures and independently transition from one activity to another with minimal support.
- Follow the provided steps of self-reflection of one's own work with considerable teacher modeling and guidance.
- Continue to independently choose activities based on likes and dislikes.

By the end of second grade, most children will:

- Be developing the ability to follow three-step verbal and visual directions, both individually and in a group setting.
- Master the ability to independently sustain attention to task for ten minutes.
- Master the ability to transition; begin to anticipate classroom transitions and as a result modify work pace.
- Begin to consider and reflect upon one's own thinking and learning process with teacher modeling and guidance.
- Begin to use his or her knowledge of one's own strengths and challenges to create academic goals.

Interpersonal Skills (Social Skills) at Breakwater

By the end of first & second grade, most children will:

- Develop the skills necessary to be a responsible member of the community.
- Show respect for self and others
- Show respect for materials
- Share
- Problem solve
- Actively listen
- Cooperate



Reading



Reading at Breakwater

By the end of first grade, most children will:

- Know sound-symbol relationships of consonants and develop vowel sound-symbol relationships.
- Begin to read aloud with expression and few pauses.
- Use decoding strategies such as sounding out and recognizing beginning and ending sounds and word chunks, skipping unknown words, and rereading for meaning.
- Select several books at their reading level for independent reading.
- Concentrate on reading independently for 10-15 minutes.
- Develop and demonstrate comprehension strategies including knowledge of setting, events, characters, and main idea from read text.
- Enjoy reading daily and independently.

By the end of second grade, most children will:

- Read aloud with expression and few pauses.
- Continue to use decoding strategies to unlock unknown words, mastering sound-symbol relationships of consonants, vowels, and consonant blends.
- Self-correct when reading independently using a variety of decoding strategies, such as sounding out, word chunks, and rereading for meaning and self correction.
- Read silently for 20 minutes.
- Begin to develop oral reading fluency.
- Continue to develop and demonstrate comprehension skills, including understanding and discussing setting, sequence of events, characters, and main ideas.
- Retell story/text in written and oral classroom activities.
- Enjoy, choose and read books at appropriate independent level daily and independently.



Writing



Writing at Breakwater

By the end of first grade, most children will:

- Begin to demonstrate an understanding of beginning, middle, and end in stories and in their own writing.
- Begin to develop connected ideas, supported by words and pictures.
- Use correct pencil grip and letter formation with few reversals.
- Begin to learn and use the basic mechanics of writing, including correct letter formation, capitalization, punctuation, and spelling.
- Start to understand what constitutes a sentence; attempts at ending punctuation will reflect an attempt to show that understanding.
- With teacher assistance, begin to take a story through the writing process: pre-writing, drafting, editing, revising, and publishing.
- Enjoy writing.

By the end of second grade, most children will:

- Write a story with a distinct beginning, middle, and end, and with connected ideas and logical, sequential order.
- Show greater understanding of what constitutes a sentence; start to correct run-on sentences and sentence fragments.
- Use appropriate spacing and sentence structure and continue to learn and use the basic mechanics of writing, including correct letter formation, capitalization, punctuation, spelling, and legible handwriting.
- With the use of a checklist, begin to take drafts through the writing process: rough draft, editing, revising and publishing.
- Enjoy writing and sharing their work.

Handwriting

Printing does not come easily to all children. We use the Handwriting Without Tears curriculum each day to help students learn correct pencil grip, paper orientation and printing technique through fun, multi-sensory writing lessons. This curriculum was developed by occupational therapists and is designed to provide children with developmentally appropriate, multisensory tools and strategies for handwriting.

Listening and Speaking

The first and second grade classrooms are lively with natural conversation. Children take turns leading and sharing during morning meeting, and we support the development of speaking and listening skills through a variety of activities:

- Plays and storytelling
- Word plays and poetry recitations
- Sharing book projects (Author's Chair) and research reports
- Group discussions of literature

Word Study

Word Study is a daily program in which we focus on word patterns. Each week, we select a word "chunk" to study (e.g., "sh" or "en"). Students brainstorm a list of words that include this chunk, and each child chooses six of these words to study for the week. Later in the year, children choose two or three misspelled words from their writing to add to their word lists. The students practice using these words during the week, and on Friday, they are "quizzed" by their word study partners. Students add these words to their personal dictionaries and are expected to use these words in their writing going forward.

Mathematics



Mathematics at Breakwater

By the end of first grade, most children will:

- Recognize numerical patterns and sort by three attributes.
- Estimate within 30% of a number under 40.
- Count to 100 by ones, twos, fives, and tens.
- Recognize and write the numbers 1-100; Recognize and use the symbol $\frac{1}{2}$.
- Develop an understanding of whole number relationships and place value, including grouping in tens and ones.
- Recognize and use proper vocabulary to describe two-dimensional shapes in the environment; begin to understand the attributes of various geometric shapes.
- Measure to the nearest inch; know that 12 inches equals a foot.
- Use a variety of non-standard measurement tools in linear measurement.
- Interpret simple graphs.
- Begin to understand addition, subtraction, and strategies for addition and subtraction with numbers 0-20; understand whether addition or subtraction is required to solve a problem; solve single-digit addition and subtraction problems without manipulatives.
- Recognize $\frac{1}{2}$ hour times.
- Identify U.S. coins and their values.

By the end of second grade, most children will:

- Create and apply numerical patterns and sort by multiple attributes.
- Build fluency with addition and subtraction within 100, and develop understanding to solve addition and subtraction problems within 1,000; refine understanding and use of landmark numbers (10, 25, 50, 100) to perform mental math.
- Regroup and know fact families up to 20 in addition and subtraction.
- Demonstrate understanding of multiplication as repeated addition.
- Estimate within 30% of a number under 100.
- Count to 200 by ones, twos, fives, and tens.
- Extend and demonstrate understanding of whole number relationships and place value, including groupings in thousands, hundreds, tens and ones; recognize and write the numbers 1-1,000.
- Recognize and use proper vocabulary to describe 2-D shapes in the environment; describe and analyze geometric shapes.
- Use standard units of measure to measure various objects and materials; measure to the nearest $\frac{1}{2}$ inch; use a thermometer to measure the temperature.
- Collect data and make a bar graph to represent data.
- Recognize and use the following symbols: $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$.
- Develop and employ strategies to solve word problems.
- Recognize quarter hours and tell time to the nearest five minutes.
- Compute coin value and exchange equivalent amounts in coins.



Science



Science at Breakwater

By the end of first and second grade, most children will:

- Explore, observe, gather and share data about their immediate environment.
- Build on their understanding of the relative motions of the Moon, Sun and Earth.
- Learn how to use tools and equipment safely and properly.
- Participate in activities designed to help them understand basic laws of nature, such as matter and motion.
- Observe, understand and describe life cycles of plants and animals.
- Communicate their understanding of how people's activities affect the natural world.

Although subjects of study often arise from student interests and classroom themes, we generally cover the following topics in our first and second grade science curriculum:

- **General science:** scientific method, classification of life forms
- **Physical science:** everyday chemistry and states of matter
- **Earth science:** planets, space exploration, seasons
- **Life science:** hygiene and nutrition, life cycles, aquatic animals, gardens



Foreign Language: Spanish



Spanish at Breakwater

First and second grade students study and practice the following Spanish topics:

- Greetings in Spanish
- Numbers one to thirty
- Colors
- Animal names and behaviors
- Shapes and sizes
- Physical descriptions of people and their roles in the family and the workplace
- Foods and clothing items

By the end of first grade, most children will:

- Become familiar with basic vocabulary, including greetings and simple conversational Spanish.
- Begin to develop linguistic self-reliance and self confidence.
- Explore the culture of Spanish speaking countries, particularly Spain, Mexico and Peru.
- Participate by speaking in Spanish theatrical mini-performances.

By the end of second grade, most children will:

- Understand how to converse in Spanish.
- Further develop linguistic self-reliance and self confidence.
- Explore the culture of Spanish speaking countries, particularly Spain, Mexico and Peru.
- Demonstrate their understanding by orally presenting reports on Spanish speaking countries, using some Spanish.
- Participate by speaking in Spanish theatrical mini-performances.



Visual Arts



Visual Arts at Breakwater

In our first and second grade visual arts program, students will:

- Learn to work in a group on a large-scale project.
- Demonstrate an understanding of: overlapping, foreground, middle ground, background, and composition.
- Create sculpture.
- Use tools to incise and make a relief print.
- Mix secondary colors from primary.
- Use a palette.

By the end of first grade, most children will:

- Develop capabilities for visual literacy.
- Develop a personal sense of aesthetics and language for speaking about art.
- Expand their knowledge of art history, cultural aspects of art making as well as contemporary artists to encourage and expand their inherent sense of art.
- Begin to participate in critique as a way to reflect upon their own work and the art work of peers.
- Create a self-portrait that shows an understanding of symmetry as well as showing features that depict individuality.

By the end of second grade, most children will:

- Continue to develop capabilities for visual literacy through exposure to historical movements and styles.
- Continue to develop a personal sense of aesthetics and language for speaking about art by engaging in more choice-based opportunities.
- Evolve participation in critique as a way to reflect upon their own work and the art work of peers.
- Demonstrate an understanding of the concepts of overlapping foreground, middle ground, and composition by thoughtfully using all the space available on a page.
- Create sculpture as a means of developing their understanding of three-dimensional space



Music



Music at Breakwater

Students in our first and second grade performing arts program will:

- Investigate how music expresses ideas and feelings.
- Experiment with different ways of making music.
- Identify different instruments by sight and by sound.
- Use appropriate vocabulary to explain ideas in music.
- Recognize musical symbols.
- Recognize major musical styles and techniques from different cultures.
- Interpret or perform simple visual and performance pieces from different cultures and/or times.
- Explain likes and dislikes of a work of art, music, dance, and drama.
- Create individual and group compositions through traditional and non-traditional means.
- Perform at four different school-wide events: Grandfriend's Day, World, Winter Concert, Spring Concert, and Graduation.

By the end of first grade, most children will:

- Learn that music and performing arts are a universal means of expression, used daily by people from all cultures and backgrounds.
- Participate in a variety of performance opportunities (individual, if desired, and group experiences) designed to help them develop beginning experiences with performing.
- Gain knowledge about music history and theory through use of technology, exposure to various instruments, composers and genres of music.
- Work with classmates to create and define their performances.

By the end of second grade, most children will:

- Continue to develop their understanding that music and performing arts are a universal means of expression, and an important part of a person's daily life.
- Begin to plan their performance experiences to reflect a personally meaningful intention, and some awareness of their audience.
- Continue to deepen knowledge about music history and theory through use of technology, exposure to various instruments, composers and genres of music.
- Begin to develop vocabulary for discussing what they hear.
- Develop skill in planning a performance with classmates.



PE/Outdoor Adventure



Outdoor Adventure / Physical Education at Breakwater

Students participating in Breakwater's Outdoor Adventure/Physical Education Program will be able to:

- Demonstrate an understanding of movement concepts and the use of motor skills.
- Combine movement skills in applied settings.
- Demonstrate responsible personal and social behavior.
- Follow, with few reminders, activity-specific rules, procedures, and etiquette.
- Demonstrate the ability to use effective interpersonal skills.
- Demonstrate self-control and the ability to cope with both success and failure.
- Use decision-making skills to set goals, take risks, and solve problems.
- Recognize behaviors that are safe, risky, or harmful to self and others.
- Practice activities to increase skill competence.
- Demonstrate an understanding of and respect for differences.
- Accept teammates regardless of ability, and treat opponents with respect and courtesy.

By the end of first grade, most children will:

- Continue to learn basic physical skills that can be used in games such as throwing and catching.
- Continue to gain self-confidence and willingness to try new things.
- Show greater awareness of the cooperative and collaborative skills that allow games to be played with less conflict.

By the end of second grade, most children will:

- Improve their use of physical skills and apply them in games more frequently. They will show greater willingness to listen to and learn from feedback.
- Show willingness to try new games as well as a willingness to try their hardest in areas they may not feel confident in.
- Cooperate and solve problems in games with greater independence, but still frequently needing an adult to be the arbiter.
- Not only follow rules in games but show greater understanding of the purpose of those rules.