

Essential Questions: 1.What does my child need to know in 1st grade? 2. Why does my child act the way he/she does? 3. What sort of changes can I expect with my 6 or 7 year-old? 4. How can Oak Grove School meet the developmental and academic needs of my child as a whole?

Art of Living and Learning	Art of Inquiry	Art of Communication	Art of Academia	Art of Engagement	Art of Aesthetics	Art of Caring and Relationships
<p>FIRST GRADE</p> <p>Age 6</p> <p>Characteristics & Needs</p>	<p><i>To observe, question, fact-find, research and reflect.</i></p> <p><i>Digging deeper and asking essential questions</i></p>	<p><i>Speaking, writing, presenting, performing, and actively listening</i></p>	<p><i>To learn and apply knowledge in core subject areas and standards being taught</i></p>	<p><i>Attention, self-direction, self-regulation, intrinsic motivation, and meta-cognition (knowing how one learns best) and self-examining own thoughts and processes of thoughts</i></p>	<p><i>Sensitivity and appreciation of all forms of the arts, finding the artist within, artistic expression and creativity.</i></p>	<p><i>Understanding of self, self-awareness and healthy choices</i></p> <p><i>Awareness of others and self in relation to others</i></p> <p><i>Practices NVC</i></p> <p><i>Service to others</i></p> <p><i>Citizenship</i></p> <p><i>Mindful Steward</i></p>
<p>Social</p> <p><i>Competitive, bossy, critical; rush to be first or last; wants best friend(s); loves dress-up and plays; talkative & noisy; easily upsets & discouraged; loves surprises and treats; tests authority with tattling or complaining; responsive</i></p>	<p>We hold discussions and have dialogue about the things we see, hear, taste, smell, touch, and feel.</p> <p>KOTW – who am I? Family Books – my family? Community and the World – who am I in connection to the whole? What is this world around me?</p>	<p>Performances/Plays</p> <p>Presentations</p> <p>Read Alouds/Shared Reading</p> <p>Singing</p> <p>Hold “Council”</p>	<p>Work in Cooperative Groupings on projects and learning activities</p> <p>Peer Helpers</p> <p>Writer’s Workshops</p> <p>Reader’s Workshops</p> <p>Science and Social Studies</p> <p>Reading/Buddy Reading</p> <p>Specialists</p> <p>Class Jobs</p>	<p>Class Rules and Expectations</p> <p>Responsive Classroom</p> <p>Active Listening Skills</p> <p>Kindness as a reward to self P.E.</p> <p>Teaching self-awareness – and one’s connection to the world around him/her</p> <p>Model Positive Behaviors</p>	<p>Art and Music Specialists</p> <p>Nature Walks</p> <p>Crafts</p> <p>Drawing/Painting</p> <p>Gingerbread Village</p> <p>Legos/Blocks</p> <p>Science</p>	<p>We inquire about our own needs and dig deeper to try to find the source of our conflicts so we can resolve them peacefully with others.</p> <p>Peace Bridge as an NVC Tool</p> <p>Play, Fairness and Kindness</p> <p>Cooperative Games</p> <p>Big Buddies/Little Buddies</p> <p>Connection to Natural World</p>
<p>Physical</p> <p><i>Eyes Maturing so reading becomes easier; chews pencils, nails or hair (i.e. new teeth growing in); bodies growing rapidly; likes lots of physical activity; tires easily and gets sick often</i></p>	<p>We hold dialogue about the things we see, hear, taste, smell, touch, and feel and explore our sensory world.</p> <p>We ask about how our bodies work? How do we grow? What do we need to help our bodies and our teeth feel strong and healthy?</p>	<p>Body Movement (Every Morning for the Morning Meeting)</p> <p>Centers</p> <p>Active Learning</p> <p>Project Based Activities</p> <p>Learning to Read!</p>	<p>The scientific study of how our body grows.</p> <p>What is inside our bodies?</p> <p>What are teeth?</p> <p>Graphing lost teeth</p> <p>Measuring our height</p>	<p>Loosing Teeth!</p> <p>Connecting to how I’m feeling at the moment, physically.</p> <p>Honoring my physical needs for food, water and hugs and rest throughout the day</p>	<p>Creating with our hands and our imaginations</p> <p>Feeling the rhythm of a song/music</p>	<p>Learning to keep hands to self when needed and the importance of specific rules</p> <p>Helping others</p> <p>Active Play</p> <p>Games</p>
<p>Cognitive</p> <p><i>Begins to understand past and present & how and why; starts to see other person’s point of view; understands rules; loves new ideas and asking questions; learns through games, songs, poems; field trips, hands-on; and work</i></p>	<p>We ask a lot of questions that connect to how and why (the 5 w’s)</p> <p>We make predictions and test hypothesis</p>	<p>Sharing our opinions and viewpoints with each other</p> <p>Communicating our needs & the rules of a game or activity</p> <p>Singing and story sharing</p> <p>Reflection Talks</p> <p>“Council”</p>	<p>Daily Calendar</p> <p>Social Stories or stories that teach Life Skills</p> <p>Writers Workshop</p> <p>Projects</p> <p>Cooperative Groupings</p> <p>Learning Centers and Learning Games</p> <p>Field Trips</p>	<p>Following class/school rules and expectations</p> <p>Knowing how to follow directions</p> <p>Exploring oneself through writing and learning about the books one likes</p> <p>Hands-on/MI learning activities in all core subjects</p>	<p>Touching/seeing/smelling a flower or an animal</p> <p>Experiencing different artistic mediums</p> <p>Singing and learning different songs</p> <p>Learning poetry</p>	<p>Caring for others – thinking beyond ourselves</p> <p>Understanding our differences and learning how to tolerate them</p> <p>Using various modalities to connect us to the world around us and how things change over time</p>

Art of Living and Learning	Art of Inquiry	Art of Communication	Art of Academia	Art of Engagement	Art of Aesthetics	Art of Caring and Relationships
<p>FIRST GRADE</p> <p>Age 7</p> <p>Characteristics & Needs</p>	<p><i>To observe, question, fact-find, research and reflect.</i></p> <p><i>Digging deeper and asking essential questions</i></p>	<p><i>Speaking, writing, presenting, performing, and actively listening</i></p>	<p><i>To learn and apply knowledge in core subject areas and standards being taught</i></p>	<p><i>Attention, self-direction, self-regulation, intrinsic motivation, and meta-cognition (knowing how one learns best) and self-examining own thoughts and processes of thoughts</i></p>	<p><i>Sensitivity and appreciation of all forms of the arts, finding the artist within, artistic expression and creativity.</i></p>	<p><i>Understanding of self, self-awareness and healthy choices</i></p> <p><i>Awareness of others and self in relation to others</i></p> <p><i>Practices NVC</i></p> <p><i>Service to others</i></p> <p><i>Citizenship</i></p> <p><i>Mindful Steward</i></p>
<p>Social</p> <p><i>Moody, shy, and sometimes depressed; prefers playing or working alone or with only one friend; Changes friendships and may feel “nobody likes me”; relies on adults for help and reassurance; needs the security of rules, routines and physical boundaries.</i></p>	<p>We hold discussions and have dialogue about the things we see, hear, taste, smell, touch, and feel.</p> <p>Never forced to “share”</p> <p>KOTW – who am I?</p> <p>Family Books – my family?</p> <p>Community and the World – who am I in connection to the whole? What is this world around me?</p>	<p>Performances/Plays</p> <p>Presentations</p> <p>Read Alouds/Shared Reading</p> <p>Singing</p> <p>Hold “Council” to add clarity to any issues for the child</p> <p>Social Stories that child can connect with and learn from</p>	<p>Work in Pairs or with Buddies</p> <p>Writer’s Workshops</p> <p>Reader’s Workshops</p> <p>Science and Social Studies</p> <p>Reading/Buddy Reading</p> <p>Specialists</p> <p>Class Jobs</p>	<p>Class Rules and Expectations are clear and reinforced</p> <p>Responsive Classroom</p> <p>Active Listening Skills</p> <p>Kindness as a reward to self</p> <p>P.E. Skills</p> <p>Teaching self-awareness – and one’s connection to the world around him/her</p> <p>Model Positive Behaviors</p>	<p>Art and Music Specialists</p> <p>Nature Walks</p> <p>Crafts</p> <p>Drawing/Painting</p> <p>Gingerbread Village</p> <p>Lego’s/Blocks</p> <p>Science</p>	<p>We inquire about our own needs and dig deeper to try to find the source of our conflicts so we can resolve them peacefully with others.</p> <p>Peace Bridge as an NVC Tool</p> <p>Play, Fairness and Kindness</p> <p>Cooperative Games</p> <p>Gardening/Nature Walks</p> <p>Big Buddies/Little Buddies</p> <p>Connection to Natural World</p>
<p>Physical</p> <p><i>Often keeps their focused on a small, close area; hard to copy from the board; grasps pencils tightly and writes small; can work quietly for longer; gets sick with worry about school work</i></p>	<p>We hold dialogue about the things we see, hear, taste, smell, touch, and feel and explore our sensory world.</p> <p>Scaffold from age 6 – teaching how to hold a pencil correctly; and inquiry into the work they are doing</p>	<p>Body Movement – allow small movements</p> <p>Quiet learning time – Silence Game; Blurt Graph</p> <p>Project Based Activities</p> <p>Learning to Read; reading quietly.</p> <p>Morning Appreciations</p>	<p>The scientific study of how we spread germs and can get sick...what are ways we can stay healthy?</p> <p>How can we learn best?</p> <p>Practice our fine motor skills with writing</p>	<p>Honoring my physical needs for food, water and hugs and rest throughout the day</p> <p>Choosing my own subjects to write or read about</p> <p>Hands-on experimentation</p>	<p>Creating with our hands and our imaginations</p>	<p>Learning to keep hands to communicate my needs in regards to others.</p> <p>Encouragement</p> <p>Awareness of others and our personal space</p> <p>Role Modeling and Make-Believe Play</p> <p>Partner Games</p>
<p>Cognitive</p> <p><i>Better at understanding ideas such as time, space and quantity; learns new word meanings quickly; loves writing stories; open to learning math; likes classifying and sorting; listens well and speaks precisely; enjoys hands-on exploration of how things work; bothered by mistakes and tries hard to make their work perfect; likes to work slowly and finish what they start; enjoys repeating tasks and reviewing learning</i></p>	<p>We start to ask, “What time is it?” and “What is space and time?”</p> <p>What does that word mean?</p> <p>What category does that object or letter sounds belong in?</p> <p>Is making mistakes okay? A</p> <p>Is there a such thing as perfect?</p> <p>What have I learned so far?</p>	<p>Sharing facts and information we have learned</p> <p>presentations</p> <p>Singing and story sharing</p> <p>“Council”</p>	<p>Stories that teach Life Skills about making mistakes or being absolutely perfect (i.e. Fancy Nancy as an example)</p> <p>Writers Workshop</p> <p>Vocabulary</p> <p>Grammar</p> <p>Research Projects</p> <p>Learning Centers & Games</p> <p>Field Trips</p> <p>Problem Solving Skills</p> <p>Learning subtraction or new math concepts</p>	<p>Following class/school rules and expectations</p> <p>Knowing it’s okay to make mistakes, nobody is perfect</p> <p>Exploring oneself through writing and learning about the books one likes</p> <p>Hands-on/MI learning activities in all core subjects</p>	<p>Learning ways to describe things or show more detail in artistic creations</p> <p>Exploring music with instruments</p>	<p>Caring for others – thinking beyond ourselves</p> <p>Understanding our differences and learning how to tolerate them – understanding that we all make mistakes and learning forgiveness</p> <p>Using various modalities to connect us to the world around us and sharing what we learn</p> <p>PEACE BRIDGE and independent with NVC Skills</p>