

## Reading 1 Course Outline

**Instructor:** Tess Barket  
**Phone:** 543-6019 ext. 17

**School:** Old Mission School  
**E-mail:** tbarket@omsslo.com

**Course Summary:** Reading foundations are laid during first grade. Reading is taught using a variety of resources. Included is a basal reader program, with supplemental phonics and comprehension materials. Students meet in small groups based on their reading level. Classroom parent volunteers are a vital part of our program as they provide our children with weekly opportunities to read independently with an adult.

### Goals:

- ✓ Students will develop word attack skills including phonics and sight vocabulary.
- ✓ Students will be exposed to a variety of written material and develop comprehension skills.
- ✓ Students will continue to develop listening skills.
- ✓ Students will learn to make inferences and further develop critical thinking skills.
- ✓ Students will gain confidence in their ability to read and continue to develop a love of reading.

### Text:

Harcourt, Brace, Janovich (HBJ) First Grade Reading Program, Laureate Ed., 2003

### Resources:

HBJ Supplemental materials, phonics controlled vocabulary books, worksheets, games, Dolch basic sight words

### Projects:

Independent Reader, book report, book tubs, reading envelope, students read their original work and other authors' work to an audience

### Assessment:

SMS, Dolch Words, oral reading to teachers and parent volunteers, comprehension questions, study books, Scholastic Phonics

## Science 1 Course Outline

**Instructor:** Tess Barket  
**Phone:** 543-6019 ext. 17

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**E-mail:** tbarket@omsslo.com

**Course Summary:** First graders learn that science progress is made by asking meaningful questions. Students continue to develop an understanding of and begin to apply scientific study skills. Students explore plants, animals, matter and weather, as well as appropriate health and safety habits. Students participate in biweekly labs in which they discuss, observe, and receive practical hands-on experience in a scientific arena. Most of the introduction of concepts is done in a large group setting; students work in small groups, with partners and individually in the hands-on and practical application of the concepts once they are introduced.

### Goals:

- ✓ Students will further develop skills such as observing, describing, comparing, classifying, analyzing, predicting, hypothesizing and recording data.
- ✓ Students will increase their knowledge of health and safety practices and apply.
- ✓ Students will identify matter in its forms of solid, liquid and gas.
- ✓ Students will learn that plants and animals meet their needs in different ways.
- ✓ Students will investigate weather including ways to collect data, explore the water cycle, and seasons.
- ✓ Students will continue to develop a curiosity of, a desire to explore and an appreciation of the beauty of God's creation.

**Text:** *McGraw-Hill - Science 1*, McGraw-Hill School Division, California Edition, 2000

### Resources:

Manipulatives, Box-It and Bag-It, chants, worksheets, films, labs, AIMS, Rancho El Chorro Outdoor School, nonfiction literature

### Projects:

Labs, teddy bear measurements, human body models, weather graphs, building a water cycle, hatching chicks

### Assessment:

Participation, worksheets, homework, diagrams

## Math 1 Course Outline

**Instructor:** Tess Barket  
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**Course Summary:** Math foundations continue to be laid during first grade. Math concepts are taught in both large and small group settings. Daily activities include working with the calendar, place value, and creating and solving simple word problems. Students work in small groups to practice adding and subtracting, working with money, and telling time. Emphasis is placed on independent practice which often focuses on worksheet completion. Parent volunteers are an important part of our program as they meet one-on-one to work with children having difficulties.

### Goals:

- ✓ Students will understand and use the concept of ones and tens in a place value system.
- ✓ Students will add and subtract small numbers with ease.
- ✓ Students will measure with simple units.
- ✓ Students will describe and analyze data and solve simple word problems.
- ✓ Students will identify coins and their values and add to one dollar.
- ✓ Students will tell and set time to the hour and half hour.
- ✓ Students will read a calendar accurately.

### Text:

*California Mathematics*, Scott Foresman, 2001

### Resources:

Box-It and Bag-It, AIMS, manipulatives, calculators, measuring devices, chants, worksheets, labs, a variety of literature, parent volunteers

### Projects:

Class store, labs, teddy bear measurements, problem-of-the-week, estimation jar, 100th day of school, Incredible Equations

### Assessment:

Tests, participation, worksheets, homework, student demonstrations, labs

## Religion 1 Course Outline

**Instructor:** Tess Barket  
**Phone:** 543-6019 ext. 17

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**Course Summary:** The central theme of first grade religion is Finding God. Students begin to develop a personal relationship with God through their studies of creation, the Holy Trinity, Sacraments, living as Christians, the promise of everlasting life as well as by studying and participating in other special celebrations of the Church. Explorations of these topics will be done by tying in the students' personal lives and experience, listening to God's word - biblical presentation and examples, tying in the Church's view, teachings and important figures, and through prayer.

### Goals:

- ✓ Students will learn God made all things, and that God wants us to come to know and love God personally.
- ✓ Students will be introduced to the Holy Trinity.
- ✓ Students will be introduced to the Sacraments as signs of God's outward love of God's inward grace.
- ✓ Students will learn that God gave us rules for living a life of love.
- ✓ Students will come to know more about the everlasting life promised to us by God and to look forward to it with joyful hope.
- ✓ Students will learn about and participate in special celebrations of the Church including Advent, Christmas, Lent, Easter, and feast days of some Saints.

### Text:

*Finding God: Our Response to God's Gift*, Loyola Press, 2005

### Resources:

Guest speakers, videos, prayers, Catholic Enrichment Team, clergy, a variety of literature, Saints

### Projects:

Singing at Cabrillo and The Manse on Marsh, food drives, tithing, cards for those in need of love and cheer, Thanksgiving Cards for care facility, placemats for Christmas dinner for care facility, shoebox Nativity, Passover play, Stations of the Cross, The Living Rosary, Change Your Heart Lenten program

### Assessment:

Participation, written & oral tests, drawings, journal entries, workbooks, worksheets

## Social Studies 1 Course Outline

**Instructor:** Tess Barket  
**Phone:** 543-6019 ext. 17

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**Course Summary:** First graders continue a more detailed study of the broad concepts of rights and responsibilities in our world today. The classroom serves as a microcosm of society in which respectful decisions are made for individual responsibility, for other people and for rules by which everyone must live. Students compare and contrast their families and their lives today with those of long ago. Students explore their relative and physical location on our planet and learn some techniques for reading maps. Students will learn about the symbols, icons and songs that reflect our American heritage.

### Goals:

- ✓ Students describe and practice the rights and responsibilities of citizenship.
- ✓ Students study families including their sizes, needs and wants.
- ✓ Students identify continents and oceans and simple mapping techniques.
- ✓ Students identify and understand symbols, icons and traditions of the United States that provide continuity and a sense of community across time.

### Resources:

Scholastic News Magazine, a variety of literature, videos, guest speakers, maps, globe

### Projects:

Family reports, Thanksgiving story, International Day

### Assessment:

Participation, drawings, journal entries, workbooks, worksheets, games

## Spelling 1 Course Outline

**Instructor:** Tess Barket  
**Phone:** 543-6019 ext. 17

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**Course Summary:** Confidence in putting thoughts and ideas into print is a major focus of the first grade curriculum. Students continue to learn and review the reading and spelling of short and long vowels, consonants, blends, suffixes and sight words. The year begins with some review and/or preparation including the alphabet and direction vocabulary. Students begin each week with a pre-test then practice their list words in a variety of activities which are developed for different learning styles. At the end of the week, students take a formal test. Students who score 100% on the pretest are given “bonus” words to challenge and expand their spelling knowledge and abilities. Students are expected to apply the skills they’ve learned from each list to their independent writing.

### **Goals:**

- ✓ Students spell list words correctly on weekly spelling tests.
- ✓ Students apply spelling skills to independent writing and workbook activities.
- ✓ Students develop confidence in individual spelling ability.

### **Text:**

*Kite*, Scott-Foresman and Company, 2000

### **Resources:**

Word banks, Dolch list

### **Assessment:**

Tests, morning warm-ups, worksheets, spelling bees, spelling baseball, creative and expository writing

## Language Arts 1 Course Outline

**Instructor:** Tess Barket  
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**Course Summary:** First graders continue to develop foundations for writing. Students begin the morning with “Warm-Ups” in which they must correct the grammar, spelling and punctuation of a sentence. Students are expected to apply rules learned in morning warm-ups when writing on their own. Students frequently experience modeled writing activities and discuss new writing concepts. Students also write a variety of stories including those about Thanksgiving, Christmas and Easter; they are given illustrations and must write about the pictures. Students are also given story and poetry templates and must complete them with their own words and illustrations. Students will use word processing software to enter written work on the computer. Students will write a book report this year. An emphasis is placed on small group exercises; while students are busy writing the teacher is able to provide ample opportunity for individual instruction.

### Goals:

- ✓ Students write simple sentences using correct grammar, capitalization and punctuation.
- ✓ Students write clear and coherent paragraphs that develop a central idea.
- ✓ Students apply writing skills to a variety of writing projects including stories, journals and books

### Resources:

A variety of literature, worksheets, story and poetry templates, ClarisWorks for Kids

### Projects:

Story writing, book report, poems

### Assessment:

Warm-ups, reports, stories, journals

## Handwriting 1 Course Outline

**Instructor:** Tess Barket  
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**Course Summary:** Students are introduced daily to the correct D'Nealian-style formation of numbers or lower- or upper-case letters. Students practice these letters and numbers in their workbooks then apply the correct formation to all of their school work. Students continue to develop finger strength and fine-motor skills by participating in a variety of activities which include cutting, drawing, gluing, coloring and sewing.

**Goals:**

- ✓ Students learn to write legible D'Nealian-style printing of letters and numbers.
  
- ✓ Students continue to develop fine-motor skills.

**Text:**

*D'Nealian Handwriting, Book 1*, Scott-Foresman & Co., 1999

**Projects:**

Warm-ups, journals, story writing, art activities

**Assessment:**

Tests, worksheets, homework, anywhere students are applying writing skills