



The goal of the grade one year is to ensure that each student builds a solid foundation in basic skills that will uphold his or her academic progress for years to come.

### **BIBLE**

“The fear of the LORD is the beginning of wisdom, and the knowledge of the Holy One is understanding” (Proverbs 9:10). We engage in Bible lessons embracing prayer, worship, and scripture memorization. We use the Jesus Storybook Bible to introduce students to God’s great story.

### **LANGUAGE ARTS**

The Language Arts program comprises phonemic awareness, phonics, reading, language, spelling, writing and penmanship. Our core reading curriculum emphasizes the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The reading progress of students is assessed through DIBELS (Dynamic Indicators of Basic Early Literacy Skills). The Lexia program is used to support struggling readers.

Because phonics is the code that unlocks our written language, the study of phonics is a high priority throughout the grade one experience. By the end of the year, first graders have been introduced to just about all of the sound-letter groupings in the English language. Students read through a mastery book list corresponding to their current reading level, advancing developmentally. First graders are exposed to a variety of literary genres and an author’s study to nurture a love for reading and literature.

Shurley English 1 is a grammar and writing program designed specifically for first grade. Shurley is a proven, research based method for instructing students in the principles of correct grammar and oral and written language skills. Grammar is fundamental to speaking, reading, and writing. The essential components of this program include grammar question and answer flows, jingles, practicing and revising sentences and paragraphs, and writing effectively for all purposes. Daily instruction

provides constant review, immediate feedback and utilizes all learning styles. It is our goal to prepare our students to carefully interpret the mechanics of written English when reading and effectively and skillfully communicate their knowledge, ideas, and most importantly their faith to others. First graders learn to recognize complete sentences and to begin to use rules for capitalization and punctuation. Students are introduced to suffixes and prefixes, synonyms, homonyms, and opposites. Skills that build vocabulary and show how words interrelate are highlighted. First grade spelling words stress predictable spelling patterns along with common sight words.

Writing is integrated into all subject areas. Students implement the Writing Process to learn the traits of effective writing: employing interesting ideas, developing clarity, using their personal voice, and refining sentence structure. First grade writers focus on the basic conventions in writing, while writing about topics based on their curriculum and real-life experiences.

### **MATHEMATICS**

Primary Mathematics (Standards Edition) is a complete program based on the highly successful Primary Mathematics series from Singapore. Designed to equip students with a strong foundation in mathematics, topics are covered in depth and taught to mastery. By focusing on mathematical understanding, the program aims to help students develop logical thinking and critical lifelong problem-solving skills.

The Primary Mathematics (Standards Edition) program calls for direct instruction and focuses on mathematical thinking with immediate application of new skills to problem solving. By encouraging students to solve problems in a variety of ways, this program stretches the mind and promotes an understanding of the way mathematical processes work.

### **Pedagogical Approach and Methodology**

The Concrete-Pictorial-Abstract approach enables students to encounter math in a meaningful way through concrete activities before progressing to pictorial and

abstract representations. This allows students to understand mathematical concepts before learning the “rules” or formulaic expressions:

- Students first encounter the mathematical concepts through the use of manipulatives.
- Students then move on to the pictorial stage in which pictures are used to model problems.
- When students are familiar with the ideas taught, they progress to a more advanced or abstract stage in which only numbers, notation and symbols are used.

### **Model Drawing**

Model-drawing is an ingenious problem-solving strategy built into the Primary Mathematics curriculum. Students are taught to visualize and construct concrete pictures to help them make sense of word problems. The model-drawing method requires students to understand the mathematical concepts underlying word problems and equips them with a strong conceptual foundation in mathematics to solve even the most challenging problems. The model-drawing technique not only provides a powerful method for solving problems, but also serves as a link to algebra. Symbolic representation of problems, the mainstay of algebra, emerges as a logical extension of the model-drawing technique.

### **Teaching to Mastery**

Each topic is covered in detail and taught to mastery. Immediately after new concepts are taught, students are engaged with a variety of mathematically rich problems. This ensures that the focus is on the student’s deep understanding of each topic. Singapore math is geared towards producing mathematical thinkers, and it does this by walking children through all the component parts of a problem before presenting them with the whole problem to solve.

### **Spiral Progression**

Topics covered previously are reviewed at higher grades and with increasing difficulty. The introduction of new concepts is built upon the mathematical concepts students have learned previously. Spiral progression also allows for a review of important math concepts while expanding on that foundation.

### **Metacognition**

Metacognition refers to the ability to monitor one’s own

thought processes. In teaching students to be conscious of the strategies they use to accomplish a task, this strategy encourages students to think of alternative means of solving problems and promotes logical thinking. Students are encouraged to be aware of how they arrive at their solutions. Alternative ways of solving the problem are provided as a form of guidance for students to check their thought processes. This is opposed to rote learning and application of formulaic strategies.

Skills and concepts covered in grade one include:

Number bonds and number stories  
Addition (numbers within 100)  
Subtraction (numbers within 100)  
Position and direction  
Ordinal numbers  
Numbers to 100: counting, comparing, addition, subtraction, place value estimation  
Counting by multiples  
Shapes  
Comparing and measuring length, weight and capacity  
Graphing  
Multiplication: equal groups, stories, within 40  
Division: sharing and grouping  
Halves and fourths  
Telling and estimating time  
Money

## **SOCIAL STUDIES / HISTORY**

The Grade 1 Social Studies and History Course embraces the social science strands of history, geography, civics and economics. The social studies curriculum is reflective of a classical approach emphasizing content, but is also developmental in nature.

The emphasis in first grade is to enhance children’s understanding of family life and structure, as well as roles of family members in a global world. Students learn that the family is the primary support group for people everywhere and discover their roles as members of a family and a school community. Students explore the topic of families now and long ago, beliefs, customs, and traditions of families, and the roles and responsibilities of family members. Students begin to grasp how geography impacts the lifestyles of families, their homes, food, clothing, recreation, transportation, and reasons why families make geographical moves.

Citizenship is a major concept as students expand their understanding of what it means to be a citizen of their school community, a citizen of the United States and a citizen of God's Kingdom. The necessity for rules and laws is developed in context of the classroom community and the local community. Students identify and appreciate the significance of symbols of American citizenship such as the flag and the Pledge of Allegiance.

Basic maps promote learning of geographical concepts and relationships. Skill development will include the interpretation and application of maps, graphs, charts, and other social studies tools.

## **SCIENCE**

Science in the first grade is hands-on and guides students through studies on backyard nature exploration, the seasons, the major classifications of the animal kingdom including a featured unit on insects and arachnids, habitats, the five senses, and simple machines. Children will experience the life cycles inherent in nature as they raise monarch butterflies from caterpillars. Students learn the basic principles of the Scientific Method while investigating, experimenting, and discovering for themselves how things work. Scientific skills such as observation, collection of data, measurement and classification, are continually integrated. The overall discovery approach fosters the natural inquisitiveness of children and cultivates learners who truly enjoy learning about God's creation. Field trips, special speakers, and cooperative learning for the biennial Science Fair enhance our curriculum.

## **HEALTH, SAFETY, AND MANNERS**

Students develop good social skills by basic instruction in health, safety, and manners; choosing nutritious foods, getting enough sleep and exercise, taking care of our bodies, safety in the home, in the neighborhood, and in common activities such as playground safety, biking, and swimming. Manners emphasize proper respect for God, parents, teachers, and friends – at home, at school, in church, and in public.

## **ENRICHMENT CLASSES**

### **PHYSICAL EDUCATION**

The goals for first grade focus on helping students to acquire fundamental skills, fitness awareness, and

understanding of movement and one's self. The fundamental skills of our program develop three categories: non-locomotor, locomotor, and manipulative. The curriculum focuses on rehearsing non-locomotor skills (twisting, bending, stretching, etc.) and locomotor skills (running, jumping, leaping, etc.) as well as developing manipulative skills (ball handling with hands and feet etc.). The second goal, fitness awareness, develops as students are exposed to activities that emphasize what makes a person healthy. The third goal, understanding of movement and self, is essential to developing both fundamental skills and fitness awareness. Self-understanding and decisional learning (fair play and cooperation) are also important for learning fundamental skills and fitness awareness. In order to accomplish these three important goals, the students engage in many fun activities including soccer, parachute play, floor hockey, running games, and creative movement.

### **MUSIC**

Music is a multi-faceted curriculum based upon the premise that music is a gift from God, and that the study of music enabling students to bring glory to God in a unique way. To this end, students explore all aspects of music through the following activities: singing, playing instruments, composing, improvising, performing and listening. In first grade, singing continues to be the basis of the music curriculum. Students sing rounds, folk music, and patriotic songs in addition to praise music, all within the context of learning the basic elements of music theory, including notation, dynamics, meter and note values, and rhythm and beat patterns. Students develop facility on a variety of percussion instruments by combining singing, playing, and movement. Students engage in active listening activities designed to develop an understanding of musical form, phrase, and texture, as well as an appreciation for the aesthetic aspects of music. Students perform for one another in class and in public concerts, providing them with opportunities to share their developing skills.

### **ART**

Children of younger ages develop art skills largely by experimentation based on their love of art activities and a natural sense of color and design. The goal of activities will be to teach skills in a logical way, to allow experimentation with various media, and to enable individual development. Students will be taught basic drawing skills based on seeing shapes in the forms around

them. Art history will be introduced by showing the students examples of artwork that will capture interest, discussing biographical information of artists, as well as their inspiration for ideas. Students will be taught shading and basic color theory as they work on paintings, crayon drawings, colored pencil drawings, and pastel drawings.

## **LIBRARY**

Students visit the library weekly and discover the wonderful books at their disposal. Over the course of the year, the library skills are introduced and reinforced through the incorporation of reading aloud, book discussions, scheduled library games and activities. Our primary goal is to pique and expand students' interest in reading for pleasure and for information, and to help them explore the library's resources. Students are introduced to a variety of genres and authors, including both fiction and non-fiction. Students also learn the skills necessary for independent selection and evaluation of appropriate reading material. During their visits, students select and borrow books, learning how to care for them responsibly and return them on time.

For more information regarding our Grammar School Program  
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