

Linden Waldorf School
FIRST GRADE CURRICULUM
2014-2015

OVERVIEW

Main Lesson Block/Content

- * Fairy Tales from around the world
- * Nature Study
- * Whole numbers, Roman numerals, four operations, mental math
- * Letters through stories
- * Tongue twisters
- * Poetry
- * Speech

Music

- * Pentatonic Songs
- * Interval Flutes
- * Folk Songs

Practical and Fine Arts

- * Form drawing
- * Beeswax modeling
- * Watercolor painting
- * Drama
- * Knitting

Movement/Spacial Dynamics™

- * Large muscle activities through games and group movement – precision movement
- * Folk dancing
- * Eurythmy (2 six -week blocks)

Foreign Language

- * Spanish: oral learning through poetry, stories, songs, crafts and games
- * Mandarin

LANGUAGE ARTS SCOPE AND SEQUENCE

Language Arts curriculum in first grade is about bringing a consciousness around the richness of language. Out of this comes writing which is followed eventually by reading. As with all learning at this age, it is best when it is brought out of images and archetypes in stories, drawings, and movement. "I" denotes introduced, and "M" denotes mastered.

Listening Skills

- * Learn the sounds of letters (M: consonants; I: vowels)
- * Recognize word families (I)
- * Listen to, recite, and memorize poems, verses, songs, alliterative verse
- * Play rhythmical games with verses and movement (such as clapping, bean bag passing, stomping).
- * Listen to many folk tales, fairy tales, and nature stories of up to 20 minutes duration and be able to recall the sequence, principal characters, and details of the stories after 24 hours. (M – main ideas)
- * Listen to and learn to play simple pentatonic songs on either a pentatonic flute or an interval flute.

Speaking Skills

Introduction of poems, verses, songs, rhymes, tongue twisters, and dramatic activity to develop sounds and sequences of sounds to improve diction, expression, and quality of speech

Letters of the alphabet and phonetic speech will be introduced through verse, games, poems, and plays, especially in choral format.

May perform a play as a chorus.

Writing/Reading Skills

* Through pictures and stories presented in class, they'll become familiar with upper (and possibly lower) case letters of the alphabet; this includes both writing and recognition of letters.

* Practice letters and sounds through movement, games, songs, poems, verse, and gestures.

* Create illustrations and write short depictions to form their first readers and morning lesson books.

* Increased clarity of form, and familiarity with phonetic values, sight words, and word families. (I)

* Students should recognize their own names and other simple words. (M)

* Reading from their Main Lesson Books which serve as their first readers.

MATH SCOPE AND SEQUENCE

Using stories, imaginative pictures and characters, picture symbols, movement, rhythmic and artistic activities, manipulatives and mental math, students will develop an understanding of numeracy and the following math concepts and skills:

* Quality of numbers 1-10 (Roman Numerals may precede Arabic)

* Counting forward and backward up to 100 by ones

* Writing numbers to 100

* Addition and subtraction facts for numbers up to 12 by heart and up to 24 by practicing regrouping

* Number dictations

* Rhythmical (and skip) counting by twos, threes, fours, fives, tens, elevens

* Estimating in the context of spatial orientation (e.g. steps to the door)

* Distinguishing between odd and even numbers

* Recognize and describe number patterns (e.g. relationship between ones and tens tables)

* The mathematical operations and the concept of equivalence

* Write a horizontal computational formula representation of the mathematical aspects of a story problem using four basic operations

MUSIC SCOPE AND SEQUENCE

Overview: In first grade, we work on moving from whole to parts with musical experience as whole as possible. Imitation is used to teach and correct and stories are used to introduce concepts and songs. Singing and movement go together with all taking place in a large circle. Listening exercises help develop and strengthen their capacity for music as well as reading and math skills. Music class is taught twice a week by the music teacher with the class teacher in attendance to continue music throughout the week

Objectives:

* Singing music in Mood of the Fifth as much as possible, especially in music class important tonal center is "A". Children can sing back simple melodies and echo phrases accurately

* Song games and simple movements and gestures are incorporated

* Gestures for high and low can be used without the terms

* Instruments are used for tone color and improvisation (unpitched percussion)

* Interval flute introduced in fall and pentatonic flute in the spring if students show readiness. Finger skills enhanced by playing and finger play games

* Rhythm is part of the whole experience and is not tied to beat at this age. Practice through stamping, clapping, walking, jumping

* Seasonal songs emphasized

* Lyre introduced second semester to emphasize in- and out-breath

HANDWORK SCOPE AND SEQUENCE

Knitting is the primary handwork activity, including casting on and off. The students wash and card raw sheep wool, discovering the feel, smell and texture of wool. They are making their own knitting needles by sanding, shaping and waxing dowels. Several verses are used to get minds and hands ready for knitting.

Various knitting projects include: a cat made from one color (a single thread of yarn), a recorder case, a small bag, and a gnome which is completed in second grade. Seasonal projects include wet felting, finger knitting, etc.

SPANISH SCOPE AND SEQUENCE

Overview: In the first grade the Spanish language is taught in a purely oral form. The language should be taught through songs, short verses, rhythmic exercises, fairytales, stories, short dialogs and games. The children should be able to understand intuitively from the teacher's intonation, pronunciation, and facial and hand gestures as well as the context of the class what I am saying without extensive translation.

Topics and Content

- * Courtesy, phrases, greetings, goodbye
- * Numbers: 1-50
- * Human body
- * Colors
- * Clothing
- * Musical Instruments
- * Animals
- * School (beginning with classroom objects)
- * The seasons
- * Personal information
- * Nature and the environment

Celebrations

- * Christmas
- * Epiphany
- * Halloween (Noche de Brujas)
- * Columbus Day

Personal Relations

- * Actions

Methods

- | <i>Little Emphasis (1)</i> | <i>Emphasis (2)</i> | <i>Great Emphasis (3)</i> |
|----------------------------------|---------------------|---------------------------|
| Poetry and recitations | (3) | |
| Songs | (3) | |
| Clapping games | (3) | |
| Finger games | (3) | |
| Rhythmical gestures | (3) | |
| Clapping and stamping | (3) | |
| Commands and orders | (3) | |
| Games with dialogues | (3) | |
| Games movements | (3) | |
| Hand painted illustrations | (2) | |
| Descriptions | (2) | |
| Scenes from nature | (3) | |
| Recapitulation of stories (oral) | (3) | |
| Children's stories (oral) | (3) | |
| Conversations and dialogues | (3) | |