

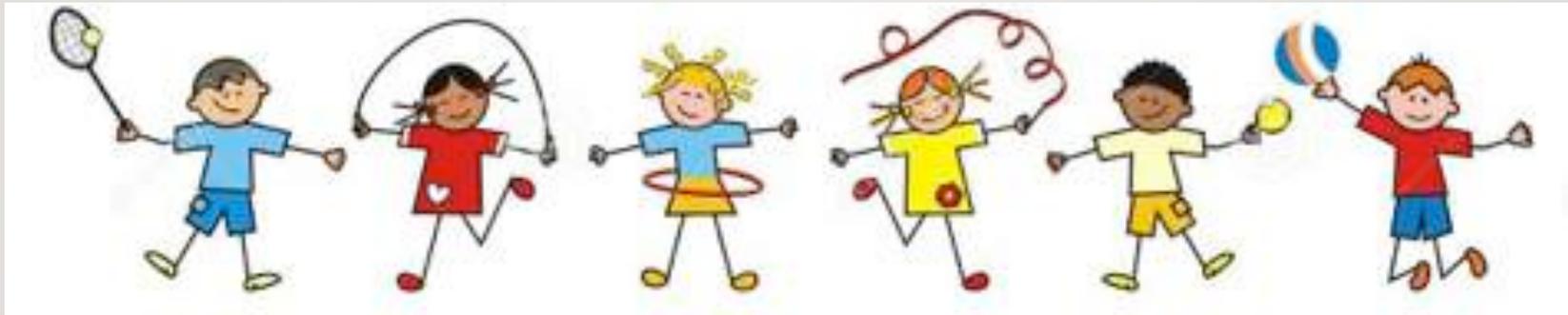
# TRANSITIONS AT CWS

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FROM PRE-K TO 5<sup>TH</sup> GRADE

# PRE-KINDERGARTEN → KINDERGARTEN

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# SOCIAL/EMOTIONAL EXPECTATIONS

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- Sharing and taking turns
- Speaking (Expressing needs/wants)
- Listening



# PHYSICAL EXPECTATIONS

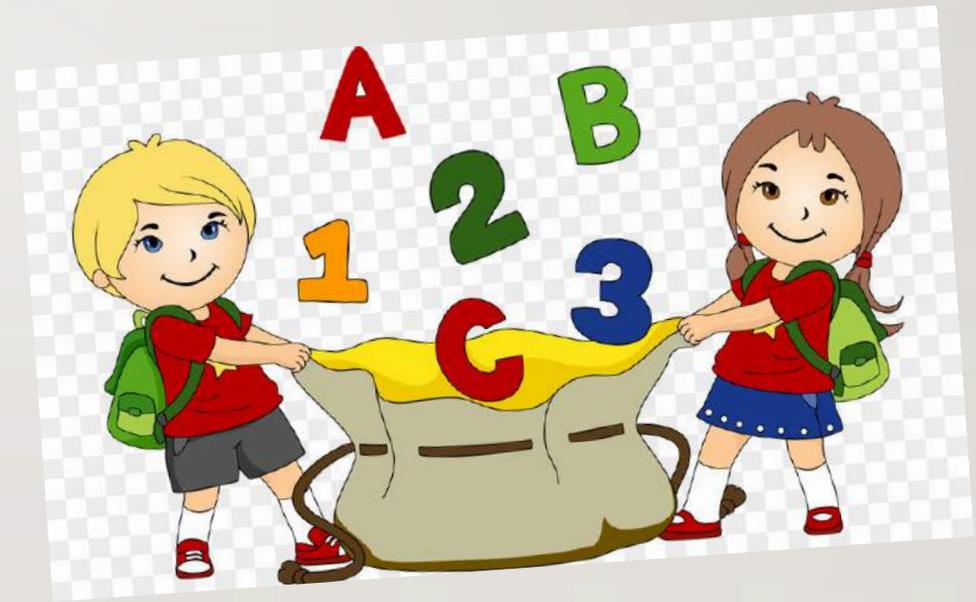
- Arrival/Dismissal
- No naps
- Field trips (10+ blocks from school)
- Bathroom
- Pencil Grip



# ACADEMIC EXPECTATIONS

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- Names
- Letter identification
- Number identification



# SUMMER SUGGESTIONS

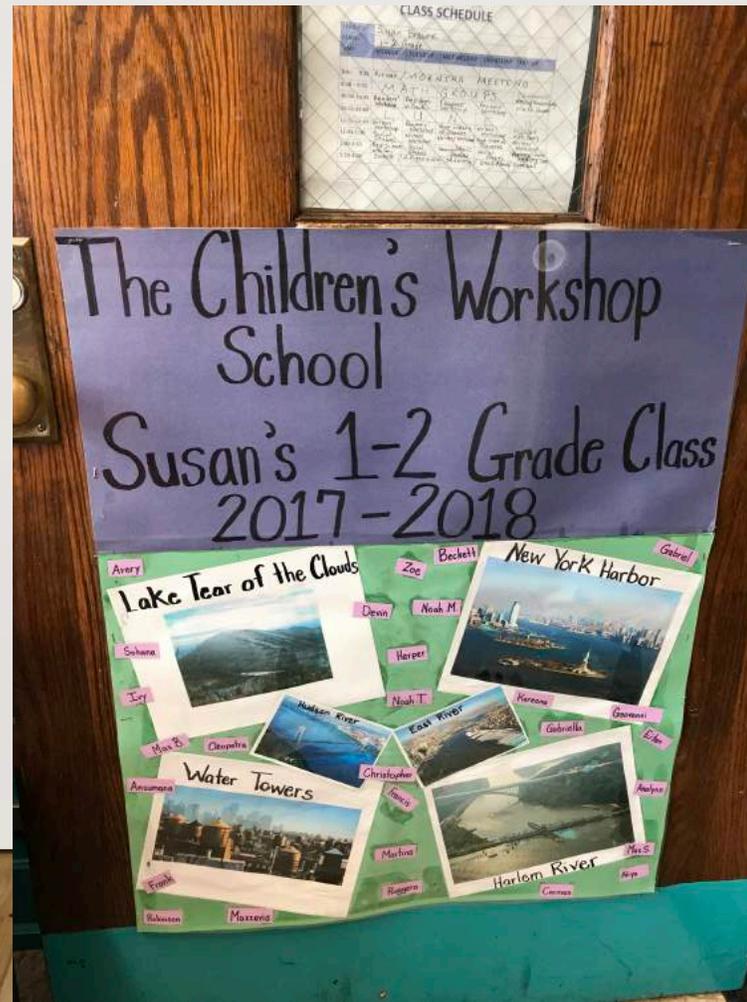
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- Writing name
- Hands-on activities
- Letter hunt
- Number hunt
- Count (at supermarket, etc.)



# KINDERGARTEN → 1<sup>ST</sup>/2<sup>ND</sup> GRADE COHORT

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# ROUTINES

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The 1st/2nd Grade establishes routines within the first 6 weeks of school.

- Morning meeting is designed to strengthen literacy, math, and communication skills. The meeting allows students to have control of their day.
- Math Transitions (1st & 2nd grade are split up for Math instruction)
- Parents are allowed to escort students upstairs on the first & second day of school **only** (this helps foster independence).

# ROUTINES CONTINUED...

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- Homework (Assigned: Wednesday; Returned: Monday)
  - Expectations at home/amount of support
  - Reflects the learning in the classroom
- Choice Time is limited to once a week because of extended math, reading, writing, and social studies periods.
- Other opportunity: Swimming for 2nd Grade

# SOCIAL STUDIES

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- Social Studies is the core of our curriculum.
- Core curriculum alternates every year between two topics:
  - Neighborhoods & Water Systems
- Experiential learning through field trips
- Research-based projects/ inquiry-based learning
- Integrated with our reading & writing curriculum
- Trips are a critical part in our approach to experiential learning.

# FIELD TRIP EXPECTATIONS (S.S. CON'T.)

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- Before a field trip, Social Studies lessons focus on the specifics of the trip.
- During a field trip, detailed trip sheets help to extend the learning from the classroom discussions, work, and research.
- Trip sheets are assigned to connect the learning that occurs in the classroom to the outside world
- After a field trip, the learning is solidified by discussing and reviewing the completed trip sheets to make connections as their experiences grow.

# FIELD TRIP EXPECTATIONS (S.S. CON'T.)

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- Attendance on field trips is essential for students' learning.
- Chaperones are expected to:
  - Be actively involved in the content learning of the trip
  - Please keep your eyes on the students and not cell phones
  - Refrain from giving your child food, cell phones, or other devices to play with (while traveling).

# WHY ARE 1ST AND 2ND GRADERS COMBINED?

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- Children learn and grow at their own pace, regardless of their chronological age, we work with students from where they are
- Working with a wider range of ability levels without competition
- Two years fosters a strong relationship between teachers, students, and families
- Affords the 2nd graders the opportunity to serve as leaders in the classroom.
- 2nd graders establish greater ownership in the classroom, as well as a stronger voice.

# 1<sup>ST</sup>/2<sup>ND</sup> GRADE → 3<sup>RD</sup> GRADE

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# SOCIAL/EMOTIONAL

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In 3<sup>rd</sup> grade students are expected to:

- Become more independent, e.g. manage a reading log, hand in daily homework, study for times tables quizzes, walk to the restroom on their own
- Continue to shape their leadership skills by being role models in our community, e.g. being the older Reading Buddy
- Recognize the difference between tattling and telling
- Accept that there will be obstacles or difficulties when achieving their goals
- Not only resolve interpersonal conflicts, but consider the consequences of their actions in order to avoid tension

# SOCIAL STUDIES

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- Our third grade social studies curriculum focuses on Native Americans, including Native Americans nowadays and the traditional lifeways of Lenape Indians.
- Students are expected to gain information from reading and listening. We support students who are below grade level in reading to access the curriculum.
- Students are expected to think about, discuss, and write about what they are learning. We encourage students to question and debate the topics they are learning, including cultural traditions and differences.
- Students are expected to plan and carry out projects that may take several days to complete.

# READING

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- Much of the instruction focuses on comprehension strategies (though students who need to strengthen their decoding and fluency continue to do so in small groups).
- Students move on to reading more complex, longer texts, such as chapter books or more nuanced nonfiction trade books.
- When students write about and discuss the books they are reading, they are expected to use clear examples from the text to support their ideas.

# READING CONTINUED...

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- Students are expected to independently fill out a reading log at home and at school.
- Students are expected to read one book at home and at school until they finish that book. If students don't finish a book, they are expected to be able to explain why they "abandoned" that book.

# WRITING

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- Students produce writing in different forms for different purposes, and communicate with different audiences. Specifically, students write in the following forms: narrative, Informational, persuasive, and creative.
- Students develop and strengthen writing as needed by cycling through the writing process: prewriting, drafting, revising, editing, and publishing.
- Students conduct short research projects that build knowledge about a topic. (Gather information from print and digital sources; take notes on sources and sort evidence into provided categories.)

# WRITING CONTINUED...

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- Students use descriptive detail and literary devices.
- Students demonstrate a grade-level command of the conventions of standard English grammar and usage.
- Students write routinely over extended time frames and shorter time frames (a single sitting or a day or two).

# MATH

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- The main topics are introductory multiplication and division (through  $10 \times 10$ ), introductory fraction work, and addition and subtraction of larger numbers (up to 1,000).
- Students start to move away from using manipulatives, and toward using more efficient abstract strategies.
- Students are introduced to multi-step word problems that require visualizing and planning. We support students with the reading requirements of these problems.
- In the second half of 3<sup>rd</sup> grade, students memorize times tables through  $10 \times 10$ .

# 3<sup>RD</sup> GRADE → 4<sup>TH</sup> GRADE



# SOCIAL/EMOTIONAL

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In 4<sup>th</sup> grade students are expected to:

- Continue to develop empathy for others
- Identify their emotions and how they can affect/shape a situation
- Recognize their own strengths and weaknesses in order to improve and be able to ask for help
- Become increasingly independent
- Accept that friendships change as children explore new relationships and new students join the class

# SOCIAL STUDIES

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- Our fourth grade social studies curriculum focuses on the history of New York City, with special attention given to immigration over the centuries.
- The reading and writing demands are more advanced. For example, students may write a multi-paragraph story or essay based on information and ideas they are learning about.
- Students develop interviewing skills as part of our study of present-day immigration.

# SOCIAL STUDIES CONTINUED...

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- Students begin to learn note-taking skills as they listen to and read social studies information. They are guided to learn effective note-taking habits and are given opportunities to practice them independently.
- Students travel with teachers to the Manhattan Country School Farm in the Catskills for a 4-day trip in which they are immersed in the operation of a vegetable and livestock farm.

# READING

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- Students are expected to be more conversant in literary concepts such as genre, theme, setting and plot, and use these terms in their verbal and written discussions of books.
- Students should continue to progress to higher assessed reading levels, reading still longer and more complex texts.
- Students should be able to write lengthier responses to texts they read, including 5-paragraph literary essays about aspects of the text (such as how a character changes during the book).

# READING CONTINUED...

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- Students should continue to read the same book at home and at school, and complete almost all of the books that they begin.
- Students who continue to need support with decoding and fluency will continue to work on those skills in small groups.

# WRITING

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- Students spend significant blocks of time engaged in writing independently.
- Students select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Specifically, students write in the following forms: narrative, informational, persuasive, creative, and responses to literature.
- Students develop their own personal style and voice.

# WRITING CONTINUED...

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- Students conduct short research projects that build knowledge about a topic. (Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.)
- Students demonstrate a grade-level command of the conventions of standard English grammar and usage.

# MATH

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- The main topics are multiplication and division of multi-digit numbers, more advanced fraction work, and addition and subtraction of larger numbers (up to 1,000,000).
- Students are expected to start the year knowing the times tables through 10x10 by heart. They use this knowledge for more advanced multiplication, division, and fraction work.
- Students solve more complex multi-step problems that require visualizing and planning. We continue to support students with the reading demands of these problems.

# 4<sup>TH</sup> GRADE → 5<sup>TH</sup> GRADE

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# SOCIAL/ EMOTIONAL

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5<sup>th</sup> graders are expected to:

- Continue to increase independence across all contexts.
- Be a productive and supportive community member.
- Be an example as the "seniors" of the school.
- Take responsibility for their choice and actions.

# SOCIAL STUDIES

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- Our overarching theme for social studies in 5<sup>th</sup> grade is Civil Rights. This idea is explored through various units of study: Government, Slavery and the Civil Rights Movement, Geography, Westward Expansion and Ancient Mayans.
- Students will continue to develop note-taking skills and will learn various study methods to help them determine what works best for them as a learner.
- Students will travel to Washington D.C. at the end of the year with teachers as a culminating trip that connects not only their learning in 5<sup>th</sup> grade but also throughout their time at CWS.

# READING

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## 5<sup>th</sup> graders are expected to:

- Read on level at home.
- Respond thoughtfully and carefully to reading responses on a weekly basis.
- Engage in a variety of nonfiction texts that are linked to our social studies work.
- Read as researchers to help gather data for writing.

# WRITING

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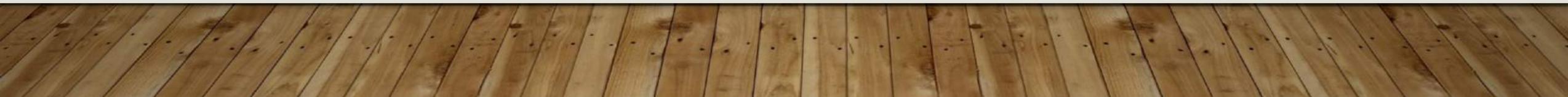
## 5<sup>th</sup> graders are expected to:

- Continue to independently write for extended periods of time.
- Use their own research to help develop their pieces.
- Ensure their writing is connected with our social studies content.
- Be reflective and accurately evaluate their own work.
- Use skills they've learned in prior grades (and as 5<sup>th</sup> graders) to elevate their work

# MATH

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## 5<sup>th</sup> graders are expected to:

- Make sense of mathematics at a deeper level
  - Focus on computational fluency with whole numbers
  - Provide substantive work in important areas of mathematics and connect them
  - Emphasize reasoning in their math work
  - Engage at a range of levels in understanding mathematics
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# SPECIAL 5<sup>TH</sup> GRADE ACTIVITIES

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- Community Service
- Dress Up Days
- Martin Luther King Jr. Living the Dream Book Award Project
- STAR Program
- Washington D.C. Trip