

The Island School Curriculum Guide

Kindergarten through Fifth Grade



Where Every Child Matters



The Island School does not discriminate on the basis of race, color, religion, gender, disability, national or ethnic origin, sexual orientation or other legally protected status in the administration of its education policies, admissions policies, financial aid program and other school-administered programs.

Welcome To The Island School

The Island School offers **kindergarten through fifth grade** children opportunities for joyful learning as they prepare to become effective world citizens. Small class size ensures our students receive individualized instruction and make lasting connections with our devoted teachers. Students and teachers join together to build strong academic foundations, and our caring educators feel honored to guide students on their educational journey.

The Island School is nestled in the woods of Bainbridge Island. Our physical space is warm, open and airy, giving children room to breathe, think, experiment, discover, create and play. Spacious, light-filled classrooms were architecturally designed to make students feel at home.

The Island School provides a diverse and nurturing community for children and their families. We are a school where respect and openness are embraced; where it is safe to make mistakes and learn from them. When asked to describe life at The Island School, one of our young learners responded:

“Friendship, care, learning, play, no teasing, no hitting, no punching, safety, knowing that you can trust people, gentleness, strong happy emotion, laughter, sunshine, learning, growing, playing, being yourself, wishing you could stay forever, never being scared, deep friendship, learning everything you want, learning things you didn’t even know you wanted to learn, finding all the good things about yourself, never wanting to leave.”

2nd grade student

We invite you to explore our website to learn more about The Island School. Contact us directly for a visit and a tour. Let us show you the difference an academically excellent, culturally rich, respectful, hands-on educational experience makes for our students. We look forward to meeting you.

The Island School Mission

At The Island School we educate each of our children; we nourish their innate curiosity, inspire a lifelong enthusiasm for learning, and foster respect and appreciation for themselves and others.

At The Island School, *every child matters.*



Our School

The Island School is a rich and wonderful place for learning and discovery. In addition to the class curricula described in the following pages, our program also offers a variety of all-school events and activities, which include:

- Learning buddies
- Reading buddies
- Author's Chair
- Culture Club
- Community Lego construction
- Monday Morning Sing
- Field trips, locally and throughout the region
- Science Fair
- Month-long Cultural Study of a country and its culture
- Barbecue and Field Day
- Class picnics
- Swimming lessons
- Market Day
- Civil Rights Forum
- Math Madness

In addition, classroom rules, school-wide rules and the Guidelines for Behavior are based on safety, trust and respect. Students at The Island School are encouraged to understand and accept responsibility for their actions in our community.

Becoming a World Citizen

The Cultural Study is a school-wide, month-long learning event in which parents and grandparents (who research a particular aspect of the culture or share past experiences) and experts from the community collaborate with teachers to provide a hands-on cultural immersion. The program is echoed in physical education and art and includes a multiage component called Culture Club, where children mix grades and create thematic craft projects.

The goal of the Cultural Study, the success of which has been widely reflected over the years in the students' learning and memories, is cultural understanding, celebration of the new and different, and above all, curiosity that fuels a lifelong love of learning.

The Cultural Study is one of the many aspects that makes learning at The Island School a delightful and deeply meaningful experience for children, parents, teachers and community.

Kindergarten

LANGUAGE ARTS

The kindergarten language arts program engages students in the interrelated processes of speaking, listening, reading and writing. Students are immersed in a wide variety of literacy experiences to help them develop a love of language and a passion for reading.

In **Reading** students:

- Use the *Reading Revolution* program
- Begin using decoding strategies such as picture cues and context clues
- Isolate and identify single sounds and blend sounds in words
- Develop skills to decode phonetic consonant-vowel-consonant words
- Work successfully with pattern and easy phonetic texts
- Recognize familiar words in context
- Have individualized reading programs based on abilities
- Read with an adult
- Begin to recognize high frequency and sight words
- Hear daily read-aloud chapter books

In **Writing** students:

- Participate in daily writing based on classroom theme
- Internalize and use sound/letter associations automatically
- Use phonetic invented/temporary spelling to write independently
- Receive one-to-one instruction at the writing table
- Write lunch notes
- Write scientific journals and nonfiction reports

In **Writing Mechanics** students:

- Perform kinesthetic practice of letter formation
- Practice letters top to bottom, left to right
- Copy written models
- Work to develop proper letter formation and spacing using the *Hand Writing Without Tears* program
- Begin to use capital letters at the beginning of sentences
- Begin to use periods at the end of sentences
- Learn correct spelling of "lifetime words" (you, is, me, the, my, and, I, it, in, your, go)

In **Oral Communication** students:

- Participate in daily sharing and contribute to class discussions
- Listen appropriately to classmates and teachers
- Ask questions and make comments
- Read original work at Authors' Chair
- Practice conflict resolution

MATHEMATICS

Using the *Investigations In Numbers, Data & Space* curriculum, the kindergarten math program supports students at their level as they learn to think mathematically. It engages students in key mathematical content in the areas of pattern recognition, number sense, geometric relationships, and data collection and analysis. As students explore mathematical problems in depth, they work together, use a variety of concrete materials, and express their mathematical thinking through talking, drawing and writing. Our instruction encompasses problem solving and critical and strategic thinking. The following *Investigations In Numbers, Data & Space* units are studied:

In **Patterns** students:

- Identify and describe pattern sequences
- Predict what comes next in a pattern sequence
- Construct patterns from a variety of materials

In **Number Sense** students:

- Compose mathematical equations
- Read, write and sequence numbers up to six
- Establish one-to-one correspondence

In **Exploring Data** students:

- Explore attributes of various materials
- Sort a variety of materials based on attributes
- Create a representation of sets of objects using pictures, words or drawings
- Present data orally to classmates

In **Exploring Geometry** students:

- Organize and analyze data in charts and graphs
- Explore two- and three-dimensional shapes and symmetry

In **Counting and the Number System** students:

- Develop an understanding of numbers and number relationships
- Count up to twenty objects
- Combine and compare amounts
- Represent quantities with pictures, numbers and words
- Measure length and distance with nonstandard units
- Solve story problems using addition and subtraction

SOCIAL STUDIES

The kindergarten social studies program is an integral part of all of the daily activities in our classroom. We seek to build a positive, cooperative learning environment that honors each child, encourages responsibility, and promotes conflict resolution. We begin by focusing on ourselves and expand to encompass families, our school, and our community at large. Our all-school Cultural Study introduces us to the cultures of the world. Central goals of the program are to broaden students' view of the world and to help them appreciate and respect its diversity. Social studies encompasses the core disciplines of writing, reading, and mathematics.

In **Social Studies** students:

- Write books concerning themselves, their families, their friends and their communities
- Take field trips to visit the neighborhood community and Seattle
- Participate in the all-school Cultural Study
- Begin to understand the use of maps and globes
- Vote “using your own voice”
- Record information true to oneself in response to the “Question of the Day”
- Use life skills to understand and follow classroom and school rules, be the “boss of yourself,” work out conflict, be a friend
- Take responsibility for one’s own actions/staying in one’s own “body bubble”
- Share ideas and listen to other members of a group
- Participate in classroom discussions using the *Second Step* program to build problem solving and empathy skills

SCIENCE

The kindergarten science program encourages our students to extend their natural curiosity. Science is a hands-on experience. Kindergartners hone their observation skills by hypothesizing, comparing, collecting and recording data, and then re-evaluating their hypothesis. Themes may include experimentation, whales, insects, weather and gardening.

In **Science** students:

- Study topics through inquiry
- Participate in class discussions
- Classify objects
- Identify and record data using pictures or words
- Predict outcomes
- Measure and weigh with standard and nonstandard units
- Look for patterns and compare predictions with outcomes
- Share information by speaking, writing or drawing
- Participate in the all-school Science Fair

Amazing Discoveries At The Science Fair

The Island School's Annual Science Fair culminates a year of science curriculum and allows the students to apply the “scientific method” with amazing discoveries, feats and fun. Some *Amazing Discoveries* from past Science Fairs are described here.

- An independent study showed that Simple Green does, in fact, clean carpet stains better than the competitors.
- Fifty-two paper planes took flight across The Island School playfield. One flew an amazing 100 feet.
- Fifty boats were built and floated. One supported 52 pennies before sinking.
- A bridge builder's design and fabrication brilliance surpassed everyone’s expectations by supporting 16 blocks on 1 sheet of folded paper.

First Grade

LANGUAGE ARTS

Language Arts incorporates reading, writing, and oral language development. Students are introduced to a wide variety of reading materials including fiction, nonfiction, poetry and Reader's Theater. Reading is more than the ability to pronounce words; our reading program balances phonics, comprehension and fluency. Children are encouraged to use their own experiences and knowledge to write creatively, as well as informatively. Students share their writing regularly through oral presentations. In first grade the Handwriting Without Tears curriculum is used.

In Reading:

- Whole group instruction includes:
 - big books, charts, poems, songs, schedules, basic sight words
 - daily reading out loud
 - musical play performances
 - poetry
 - library program—weekly visits to the school library for browsing, selecting books to check out, and listening to a story (literature appreciation)
- Small group instruction includes:
 - fiction, nonfiction, phonetic books, taped books, Reader's Theater, fluency and comprehension
 - work on phonic skills, as needed
 - introduction to table of contents and index
 - beginning research—reading to learn (tied in with science studies)
- Individual opportunities include:
 - Daily 5 program includes:
 - read to self
 - read to someone
 - listen to reading (books on tape, CD)

In Writing Process, students:

- Participate in Writer's Workshop
- Write, proofread with teacher, illustrate, share
- Practice structured writing
- Write field trip reports and thank you letters
- Create class books – including nonfiction writing and word work
- Write lunch notes
- Complete assigned writing: letters, riddles, notes, goals, wishes
- Write and publish poetry anthologies, poetry poster
- Write Author's Night story

In Writing Mechanics, students:

- Begin using capitals to start sentences
- Begin using periods and question marks to end sentences
- Begin proofreading their own work
- Recognize sentences, periods, question marks, exclamation points and commas
- Receive handwriting instruction in upper and lower case letters
- Print legibly on lined paper, learning the correct use of lines and spaces

- Learn spelling patterns
- Learn correct spelling of fifteen high frequency words, plus review ten lifetime words from Kindergarten

In **Oral Communication**, students practice:

- Sharing writing
- Sharing information or objects related to units
- Reading one's own writing at Author's Chair
- Problem solving
- Participating in drama groups
- Contributing to classroom discussions by asking questions and making comments about presentations
- Asking good questions

MATHEMATICS

The *Investigations in Number, Data, and Space* curriculum emphasizes depth in mathematical thinking. Children develop an understanding and insight into the patterns of mathematics through the use of concrete materials. Students are encouraged to invent their own strategies and approaches to problem solving, find more than one solution to problems, and express their mathematical thinking through drawing, writing and talking. Students work in a variety of groupings—as a whole class, individually, in pairs and in small groups. Our goal is to develop flexibility, confidence, fluency and proficiency in our math students.

In **Patterns**, students learn:

- To describe pattern sequences
- To predict what comes next in pattern sequences
- To construct patterns from a variety of materials
- To construct, describe and extend number patterns

In **Number Sense**, students:

- Read, write, and sequence numbers to 100
- Explore relationships among different combinations of numbers
- Develop strategies for comparing two quantities up to 20
- Identify place value in a three-digit number
- Count larger quantities of items

Computation includes:

- Knowing addition combinations of 10
- Finding combinations of numbers up to 20 with 2 addends
- Finding the total of two or more single-digit numbers
- Exploring relationships among different combinations of a number
- Writing and solving story problems
- Finding the total of several numbers by grouping
- Adding and subtracting two-digit numbers without regrouping

In **Collecting and Sorting Data**, students:

- Identify and describe attributes of various materials
- Sort a variety of materials based on an attribute
- Create representations of sorted sets of objects
- Sort and categorize data
- Explain and interpret results of surveys
- Describe data qualitatively and quantitatively
- Interpret data that shows value and categories at the same time
- Compare two data sets

In **2-D and 3-D Geometry**, students:

- Observe, describe and compare 2-D and 3-D shapes
- Group shapes according to common characteristics
- Visualize and represent 2-D shapes
- Build a pattern by representing a unit square
- Construct 3-D shapes from 2-D faces
- Visualize and describe rectangular prisms
- Visualize, describe and compare paths between two locations
- Visualize and describe direction turns

In **Measuring**, students:

- Develop a sense of heavier and lighter by feel
- Compare weights of objects using a balance
- Describe and compare capacity
- Measure and compare capacity using nonstandard units
- Compare lengths directly
- Measure and compare lengths using nonstandard units
- Order items of different lengths

In **Problem Solving**, students:

- Develop and record strategies for solving addition and subtraction story problems using pictures, numbers, words and equations

SOCIAL STUDIES

Social studies includes lessons and activities in history and geography, which include:

- Exploring self and family
- All-school Cultural Study
- Introduction of maps/globes

SCIENCE

Science is hands-on exploration and experimentation. We develop the skills of the scientific process – observing, comparing, hypothesizing, experimenting and evaluating. Although we cover certain themes each year, we maintain flexibility to include the interests of each particular class.

In **Science**, topics may include:

- Boats and water
- Dinosaurs
- Rocks and minerals
- Insects and plants (includes musical performance)
- Bubbles
- Scientist of the week (children present their own experiments)

About Our Extended Day Program

The Island School's Extended Day Program offers both morning and afternoon enrichment programs, which are perfect for working parents. The unique activities, led by our own faculty and staff, are also a big hit with the kids. Extended Day offers a safe, fun place for children after school is dismissed, from 3:20 p.m. until 6:00 p.m., Monday through Friday. Kindergarten Extended Day begins at 12:30 p.m. on kindergarten short days and joins the older children at 3:20 p.m. Children will enjoy a general program including snacks, outside play and various exciting activities.

Second Grade

LANGUAGE ARTS

The goal of our language arts program is for students to develop communications skills through reading, writing and oral language development.

In Reading:

Our goal is to support each child on his/her path to being joyfully literate. We want to promote independent and confident readers who know what they like to read. We continue to work on decoding skills with an increased emphasis on using the context of the text to determine the meaning of unfamiliar words. We work on reading fluency and expressiveness through our weekly Poetry Notebooks, reading aloud in small groups, and Reader's Theater activities. A major focus of our program is helping the children to develop strong reading comprehension skills. As a whole group and one-on-one, the children are asked to make connections to their reading, ask questions, make predictions, and re-tell stories they have read.

Reading Workshop activities include:

- Independent reading
- Buddy reading with peers
- Cross-age reading (5th grade learning buddies)
- One-on-one reading with teacher or parent volunteer
- Small-group reading (Reader's Theater, Book Club, skills instruction)
- Book projects
- Poetry notebooks
- Whole class studies, which include:
 - author studies
 - a dialogue study
 - a nonfiction study
- Daily read-alouds

In Writing:

Most children entering our second grade already love to write. We support and foster that enthusiasm by giving children myriad opportunities and reasons to write. We want our students to see writing as an important method of communication and self-expression. In second grade the Handwriting Without Tears curriculum is used.

Writing Activities include:

- Weekend news
- Thank you letters
- Birthday letters
- Writing warm-ups (handwriting and grammar practice)
- Math writing (the children often explain their mathematical thinking in words)

Writing Workshop includes:

- Small moments (writing from life)
- Beginning, middle, and end stories
- “All about” books (nonfiction writing)
- Poetry
- Free choice writing
- Publishing

Word Work

We introduce the *Words Their Way* program, which groups children according to their developmental spelling level. During Word Work children:

- Sort words according to specific spelling patterns (e.g. long e)
- Use sort words to write sentences and stories
- Look for sort words in books
- Play word games

Writing Mechanics includes:

- Capitals
- Ending punctuation
- Developing automaticity (writing fluency)
- Proofreading one’s work
- Handwriting practice

MATHEMATICS

Our second grade math curriculum is aligned with the Common Core standards for second grade and is designed to engage students in making sense of mathematical ideas. We teach children to explain their mathematical thinking and encourage them to approach and solve problems in a variety of ways. Games and collaborative work are an important part of our math program.

In **Number Sense** students learn:

- Place value of numbers to 1000
- Expanded notation
- Addition and subtraction facts to 20
- To add and subtract with 2-digit numbers
- To recognize coins and their values, as well as make change
- To solve and create story problems

In **Organization of Data** students practice:

- Sorting and grouping
- Finding shared attributes
- Collecting data, conducting surveys
- Graphic organization
- Comparing and interpreting data

In **Geometry** students learn:

- 2-dimensional shapes (pattern blocks)
- 3-dimensional shapes
- Arrays (description of rectangles – beginning multiplication)
- The concept of area
- Fractions with time, money, shapes and whole numbers
- Symmetry

In **Measurement**, students learn:

- To tell and write time to 5 minutes
- To read and create timelines
- To compare and use a variety of measuring tools to measure objects
- To develop an understanding of length, width and height

SOCIAL STUDIES

In second grade, social studies encompasses both the study of self and the study of others. We work hard all year to develop empathy for others, learn strategies to deal with powerful feelings and become the good friends we want to be. Games, role-plays and art projects are some of the ways we address the emotional and social needs of our students.

In addition to our school-wide Cultural Study in the spring, we spend 6 weeks of our school year on a civil rights project entitled “Freedom Summer 1964.” Based on the Storypath model, this unit takes a narrative approach to the study of civil rights. Through the process of creating a character from the 1960s and becoming their character in role-plays, students examine issues of justice and equality and learn about the courage of civil rights workers and African American families who risked so much to register to vote. The unit naturally integrates social studies, literacy, and art as the children create their characters, plan for their trip, encounter prejudice and discrimination, and consider the Constitutional rights guaranteed to all citizens. Although there was certainly terrible violence during the civil rights movement, our focus during this study is on the power and efficacy of the non-violent approach as well as the importance of standing up for the rights of others.

SCIENCE

We start the science year with our beach ecology unit, Sandy Shores. Using a cross-curricular approach, second graders explore and deepen their understanding of many aspects of the sandy shore, from the grains of sand themselves to characteristic plants, animals and more complex biological and ecological interactions. As students acquire information and construct their knowledge, they gain respect for the environment and all living things, fostering a sense of personal and social responsibility.

In the spring we turn our attention to birds. Again, taking an inter-disciplinary approach, projects and activities include bird identification with a field guide, nest making, research projects, bird-watching trips, in-house bird visitors, games and skits.

Third Grade

LANGUAGE ARTS

Reading

The third graders meet daily for reading. During this time they read to self, read to someone, listen to reading, and meet for individualized or small group instruction. At the beginning of the hour, we meet for a mini-lesson about comprehension, accuracy, fluency or expanding vocabulary. Our classroom CAFÉ wall gives students reminders of what to practice when they are reading.

Writer's Workshop

Our Writer's Workshop meets four days a week. The Writing Workshop follows a predictable pattern of a 5-10 minute mini-lesson on a timely writing technique, a quick status-of-the-class check, at least 30 minutes for the workshop's main business of writing and conferring, and 5-10 minutes for the concluding group-share session.

"It is terribly important for kids to read and write for the reasons that people the world over read and write, which is to communicate, to be delighted, to laugh."

- Lucy Caulkins

Word Study

The third grade uses the phonics, spelling and vocabulary program called *Words Their Way*. The main benefit of *Words Their Way* is that it differentiates instruction, allowing each child to work at the appropriate instructional level.

Students are given an initial spelling inventory to help guide the placement of each student into a group of words. From this point, students will begin working with a different group of words each week. Work in our classroom includes sorting our words into categories and noticing similarities and differences between words that sound alike.

Words Their Way focuses less on memorization and more on allowing students to work with the words during word sorts to give them the chance to learn and hear the spelling patterns.

Handwriting

The third grade uses the *Handwriting Without Tears* (HWT) cursive program. HWT teaches a vertical style script that is easy to write and easy to read. Lowercase letters are introduced first, beginning with letters that are similar to print. The emphasis of the 3rd grade workbook, *Cursive Handwriting*, is on correct habits for forming and connecting letters.

MATHEMATICS

We use the *Investigations in Number, Data, and Space* curriculum for math. Topics covered include:

- Addition, Subtraction and the Number System
- Data Analysis
- 2- and 3-D Geometry and Measurement
- Multiplication and Division
- Fractions and Decimals

Throughout the *Investigations in Number, Data, and Space* curriculum, we include additional lessons based on student academic need and interest. This includes material from other math programs.

SCIENCE and SOCIAL STUDIES

Within our two-year looping cycle, third and fourth graders have the opportunity to learn as a larger community invites cooperative experiences and more options for activities.

Science includes:

- Scientific Method
- 5 Senses
- Weather
- Force and Motion
- Local Agriculture and Bainbridge Island Farming

Social Studies includes:

- Lego City
- Class mascot research
- Salmon
- United States Native People
- Early NW Coast Native People
- Civil Rights
- Cultural Study
- Mythology
- Biographies

Topics of study are integrated within our reading and writing activities, as well as art and music, when appropriate.

Fourth Grade

During a fourth grader's day, students have the opportunity to learn in a whole group, work in cooperative small groups and investigate individual ideas on their own. This ensures that each student receives what she/he needs to grow as an individual learner.

Morning Meeting

The development of a caring and safe classroom community is crucial for learning to occur. To cultivate these qualities we have brief classroom meetings in the morning and afternoon to get to know each other, give compliments, celebrate successes and solve problems as they arise. Together we will discover and reinforce how to respect our own and other's right to learn and feel safe.

LANGUAGE ARTS

Literature Workshop

Writing

During Writer's Workshop students have the opportunity to continue to grow creatively and practice necessary skills to become effective writers. Students have free choice writing, as well as assigned writing projects where we work together to explore different types of writing. Select pieces go through the writing process (planning, drafting, revising, editing, and publishing).

As a class we write:

- Expository pieces
- Narrative stories
- Letters of opinion
- Research projects
- Poetry

We deepen our knowledge of the craft of writing guided by the Six Traits: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. Students are encouraged to share their writing during all phases of the writing process.

Reading

Students are guided through strategy-based lessons in *comprehension, accuracy, fluency and expanding vocabulary*. They learn how to find a "just right" book and read independently. We work in small groups to discuss literature and we meet for individual reading conferences to identify independent goals for each child. As the year progresses we begin reading groups. Students are:

- Exposed to a variety of genres
- Read a variety of genres including *Scholastic News Magazine*
- Read independently
- Read with partners and in group
- Respond to books orally and in journals

Spelling (Word Work)

We use a spelling program called *Words Their Way*. Students are:

- Grouped into appropriate level spelling "sorts," depending on their initial spelling assessments

- Introduced to a new group of words with a specific feature as the focus each week
- Working on hands-on activities to sort words with common characteristics into defined groups
- Thinking hard about whether these features mean they have to HEAR what the words have in common or SEE what they have in common (or both)

Words Their Way spelling provides instruction that fits student's particular stage of spelling development. It allows students to build on what they already know, to learn what they need to do next and to move forward.

MATHEMATICS

Our math program is based on our 4th grade math curriculum goals and aligns closely to the Common Core Standards. Lessons are pulled from various math programs that best fit our students' individual needs.

Math topics that are taught include:

- Place value and rounding
- Computation through division
- Decimals to the hundredths
- Comparing, adding and subtracting fractions
- Classifying 2-dimensional figures
- Finding the area and perimeter for regular shapes
- Measuring using standard and metric systems
- Interpreting and creating graphs based on given data
- Solving multi-step problems using words, numbers, and pictures

Students alternate between whole group and small group instruction based on the needs of the class. Students work in math groups to deepen their understanding of the lesson learned, work on timed math facts and reinforce skills by playing math games. Groups rotate to insure that everyone receives small group instruction from the teacher, based upon their needs in that math strand. Students also have days to practice their math skills through math games and problem solving strategies.

SCIENCE and SOCIAL STUDIES

We begin the year reviewing our research skills by learning about our class mascot. We begin an ongoing unit on geography using maps and globes, and then focus on landforms and regions of Washington State. We will then move into our studies with the 3rd graders. Our focus is based on a two-year rotation and covers the following topics:

- Salmon
- Native People
- Civil Rights
- School Wide Cultural Study
- The Scientific Method
- The Five Senses
- Force and Motion
- Biographies of Important People in History
- Local Agriculture and Bainbridge Island Farming

- Bainbridge Island History
- Weather
- Human Body
- Greek Mythology
- Civil Rights Forum
- Cultural Study
- Research Projects during Cultural Study

Technology

Using student laptop computers, students are introduced to:

- Key boarding – in class and online typing programs
- Online reference resources for research

Field Trips

Our field trips offer valuable and engaging learning activities that can be experienced outside our classroom walls. Most field trips are based on our social studies/science curriculum. Field Trips include:

- Seattle Art Museum
- A multi-day, outdoor education camp at NatureBridge
- The Suquamish Tribal Museum
- The Burke Museum
- The Marine Science Center in Poulsbo
- Bainbridge Island History Museum
- Japanese Memorial Wall at Pritchard Park
- Seattle Children's Theater
- Kitsap Children's Musical Theater

Parents as Partners at The Island School

Parents and grandparents are an integral part of The Island School, helping in the classroom, reading with students. They share their expertise or passion, serve on the Board, and assist on field trips. Parents also help in the library and organize special events and holidays. They are at the heart of all school fundraising events, including the Annual Fund, Fall Carnival, Autumn Gathering and Spring Auction.

Fifth Grade

LANGUAGE ARTS

Our fifth grade literacy curriculum grows from our students' strong motivation to communicate – both in writing and through speaking – and their love of reading. Large blocks of time each day are devoted to these areas.

Reading

We are passionate about reading, and that enthusiasm for books infuses our classroom. Our daily Reading Workshop provides students with opportunities to improve their reading skills, to develop an appreciation for literature and to share opinions in writing and conversation.

Activities include:

- Reading independently
- Participating in literature circles
- Reading in pairs
- Sharing book recommendations
- Conferencing with adults
- Writing reflections in reading response journals
- Reading with “learning buddies” in second grade
- Discussing class read-alouds
- Discussing elements of literature (characterization, setting, conflict and resolution)
- Developing reading strategies – comprehension, accuracy and fluency
- Developing vocabulary through our read-aloud program

Writing

Our daily Writing Workshop period provides time for writing and sharing work with classmates, as well as mini-lessons on various aspects of effective writing. We explore a variety of genres, such as informational writing, historical fiction, newspaper articles, letters, creative stories, memoirs and poetry.

Topics for mini-lessons include:

- *Six Traits of Writing* – organization, word choice, voice, fluency, content and conventions
- Steps in the writing process (pre-writing, drafting, revising, editing and publishing)
- Craft – leads, similes, character development, showing not telling, etc.
- Revision techniques
- Sentence structure
- Paragraph development
- Grammar usage
- Spelling rules and strategies
- Rephrasing information in one's own words

Students improve their writing mechanics by studying punctuation, capitalization and spelling through exercises and editing practice.

Oral Communication

Fifth graders love to share their opinions, their writing and their observations.

Opportunities for oral communication:

- Present research projects
- Recite poetry
- Perform original songs
- Share writing
- Perform in the fifth grade play
- Participate in Morning Meeting
- Make announcements at all-school assemblies
- Share problem-solving strategies
- Present information to younger grades in their classrooms

MATHEMATICS

Our fifth grade math curriculum is both challenging and lots of fun. Using a variety of activities and games, students are continually challenged to make sense of problems and to persevere in solving them, to reason abstractly and quantitatively, and to explain their mathematical thinking in drawings, models and words.

Students build **Number Sense** through:

- Developing strategies for addition, subtraction, multiplication, division, and by applying them to number and story problems
- Exploring factors and multiples
- Developing a sense of quantities up to 1,000,000
- Finding equivalent fractions, decimals and percents
- Adding and subtracting fractions and decimals

Students build **Spatial Understanding** by:

- Locating points on a coordinate grid
- Recognizing and reasoning about geometric properties
- Estimating, measuring, and drawing angles
- Exploring relationships among angles, line lengths and areas of similar polygons
- Using the *Logo* programming language to draw polygons and plot points on coordinate grids
- Understanding the concept of volume and characteristics of units of volume, such as shape and size

Students explore **Probability and Statistics** by:

- Planning and conducting surveys
- Organizing and representing data as fractions and percents
- Organizing and representing data in line plots, circle graphs, and on bar graphs

Students use **Measurement** by:

- Estimating and measuring with metric and U.S. standard measures
- Comparing sizes of measurement units
- Calculating with measurements

SOCIAL STUDIES

The fifth grade social studies curriculum is a project-based integrated curriculum designed to promote students' curiosity and interest in their world while teaching them the skills they will need as life-long learners. The year begins with our exploration of the Pacific Northwest as we focus on the journey of Lewis and Clark, which is followed by a unit that examines the reasons for permanent settlement in this area. We integrate reading, writing, and history into our Oregon Trail unit as students write a piece of historical fiction, read contemporary diaries as well as novels about the trail experience, and explore major events of the era. We look at United States geography and Washington State in greater depth. In the spring we focus on issues of immigration in U.S. history in addition to researching our family histories and weaving them into our spring production, *Paved With Gold*. Our month-long Cultural Study in March focuses on a different country each year and provides students with the opportunity to become global citizens. Using the students' natural curiosity, we explore many geographical, cultural and historical aspects of other countries.

Activities include:

- Visiting Fort Clatsop
- Participating in pioneer activities at a local farm
- Developing a board game of the Oregon Trail
- Singing songs relevant to our curriculum
- Organizing Thanksgiving baskets for the local food bank
- Orchestrating Trick-or-Treat for UNICEF
- Cultural Study
- Civil Rights Forum
- Research projects during Cultural Study

SCIENCE

Fifth grade science includes, but is not limited to, the following topics:

In Volcanic Geology and Geography, students:

- Study the structure of the earth, continental drift, subduction, volcanism, and the regeneration of plant and animal communities following volcanic eruptions. As part of this study, students visit Mt. St. Helens

In Brain Science, students:

- Study the structure and function of various parts of the brain, with a particular focus on how we learn

In Sustainability Studies, students:

- Study issues related to quality of life, use of natural resources, production of consumer goods and sustainable practices

In Energy, students:

- Study energy production and use, including fossil fuel mining and use, alternative fuels, efficiency and new technologies. This unit prepares our students for our spring Power Trip to Eastern Washington

TECHNOLOGY

Using the student laptop computers (MacBooks), students practice:

- Keyboarding skills using in-class and online typing programs.
- Word-processing skills and managing their work on MacBooks
- Using online reference resources for research
- Constructing and manipulating geometric shapes using *Geo-Logo*
- Evaluating online resources
- Using safe, respectful and courteous online practices

MUSIC

Fifth graders learn to play the harmonica in the fall, attend music class weekly with the fourth graders, and have the opportunity to play in the Fifth Grade Band, if they choose. Song writing is an integral part of our original spring production, *Paved With Gold*.

Specialists in Art, Physical Education, Music and Spanish

The Island School offers enrichment classes, taught by teachers trained especially in their respective fields. They include art, physical education, music and Spanish. The Island School considers these to be co-curricular, not extracurricular, and they are core parts of our educational program.

Art

At The Island School, we believe that art is essential to the growth of every child. Art stimulates creative thinking and provides a means of communication and self-expression. The study of art heightens aesthetic awareness, enhances the ability to visualize, provides problem-solving/decision-making opportunities and serves as a balance to classroom activities. In each of the six grades at The Island School, art skills and art appreciation are taught.

The art curriculum is designed to introduce children to a myriad of mediums, techniques and concepts. Students at The Island School will be introduced to ceramics, drawing, printmaking, color theory, book arts, painting, sculpture, fiber art, recycle art and collage. Each student learns vocabulary that enables him or her to talk about art and describe the tools and techniques of art making.

Traditional elements and principles of design are explored as essential parts of visual literacy. Throughout the school year, students look through the lenses of line, color, shape, texture, space and form when interpreting art objects and practicing art making.

Art appreciation is an important focus at The Island School. Students learn about artists and visit museums and galleries to develop viewing skills. Students regularly look at works of art by diverse artists and explore traditions from around the globe. Students practice discussing and deriving meaning from the art through a program called Visual Thinking Strategies (VTS). The focus of the discussions is to promote group dialogue and problem solving and to encourage critical thinking and communication skills.

The creative life of each child is honored and supported at The Island School. Most of the student's time in art class is devoted to the experimental process of creating art. The instructor works closely with each child, helping the child to self-assess effort, focus and production. Children are encouraged to be innovative thinkers, to pursue personal inspirations and to learn the value of art making in a community setting.

The following lists are examples of concepts, skills and techniques that students at The Island School will explore during a typical year in art class. We focus on elements of art and principles of design. Many other themes will be explored each year in addition to these fundamental concepts.

Kindergarten and First Grade:

- Students begin to explore and participate in creative art making processes and learn to use a step-by-step process to create artwork.

- Students begin to develop observational skills, fine motor skills, and sensory connections.
- Students learn how to share their ideas and explain their artwork to others.
- Through their experiences with the visual arts, students develop an awareness of their own community and environment.
- Students create and respond to visual arts experiences that are meaningful in their lives.
- Students develop visual thinking strategies.
- Using a variety of materials and techniques, students begin to experience and use the elements of art and principles of design in classroom projects, including:
 - Drawing many types of lines and combining lines to make shapes.
 - Repeating lines and shapes to make patterns.
 - Exploring ways to use drawing to express emotion.
 - Discovering geometric and organic shapes and learning how to draw these shapes.
 - Recognizing patterns and beginning to use patterns in artwork.
 - Discovering primary and secondary colors and using these colors to make a color wheel.
 - Using white paint to make colors lighter and using black paint to make colors darker.
 - Exploring warm and cool colors and how colors express feelings or mood.
 - Identifying 3-D shapes: spheres, cubes, and cones.
 - Exploring visual textures and actual textures by making rubbings with objects and making collages with textured papers.
 - Exploring space and form with 3-D collages that assemble a variety of objects.
 - Exploring form with clay sculpture, including making clay tiles and pinch pots.

Second Grade and Third Grade:

- Students create and respond to multiple visual arts experiences that are meaningful in their lives.
- Students make connections across disciplines, cultures, place and time.
- Students use established guidelines to reflect upon and explain their artwork to others.

- Students develop visual thinking strategies as they create and respond to art.
- Students continue to develop an understanding of the elements of art and principles of design by exploring and using a variety of media, genres, styles and techniques, including:
 - Drawing diverse types of lines to express ideas and feelings and to build images with shape and pattern.
 - Drawing objects from observation.
 - Exploring primary, secondary and tertiary colors and using these colors intentionally in artwork.
 - Creating a 12-color color-wheel.
 - Exploring monochromatic art, using white paint to tint colors and using black paint to add shade to colors.
 - Identifying and exploring neutral colors.
 - Identifying warm and cool colors and using color combinations to express feeling in artwork.
 - Exploring complementary and analogous colors.
 - Identifying and drawing 3-D forms: cylinder, sphere, cube, pyramid, cone.
 - Discovering positive and negative space and using it in artwork.
 - Identifying symmetrical and asymmetrical artwork and creating symmetry in artwork.
 - Identifying visual and actual textures and drawing several visual textures. Creating collages with a variety of textured papers and other textured objects.
 - Exploring space and form through 3-D collages. Building architectural structures with paper and found objects.
 - Exploring form, using clay. Creating clay tiles, animals and pinch pots.

Fourth Grade and Fifth Grade:

- Students use established guidelines to reflect upon and explain their artwork to others.
- Students build on previous experiences with Visual Thinking Strategies and work to interpret increasingly diverse art images.
- Students create and respond to art and make connections across disciplines, cultures, place

and time.

- Students use established guidelines to present and reflect upon their own artwork and the artwork of classmates.
- Students develop visual thinking strategies as they respond to art and make connections across disciplines, cultures, place and time.
- Students build on their previous understanding of the elements of art and principles of design to create artworks. To do this, they use a variety of media, genres, styles and techniques, including:
 - Repeating a variety of lines and shapes to make increasingly complex and detailed patterns.
 - Identifying primary, secondary and tertiary colors and using them in artwork.
 - Creating a 12-color color-wheel using primary, secondary and tertiary colors.
 - Creating monochromatic artwork by adding white paint to a color to make a tint and adding black paint to a color to make a shade.
 - Identifying neutral colors and using them in artwork.
 - Identifying warm and cool colors and using color combinations to express feeling in artwork.
 - Identifying complementary and analogous colors and choosing to use these color combinations to achieve certain effects.
 - Identifying and drawing 3-D forms: cylinder, sphere, cube, pyramid, cone.
 - Drawing a landscape using placement and overlapping to create depth in artwork.
 - Recognizing symmetrical and asymmetrical artwork. Creating symmetry and asymmetry in artwork and using radial symmetry to create a repetitive design.
 - Learning the process of drawing human figures and faces in proportion.
 - Identifying visual and actual textures. Drawing many kinds of visual textures. Creating multi-layered collages with textured papers and other textured objects.
 - Exploring form, using clay. Creating clay tiles, animals, pots (pinch and coil) and human faces.
 - Exploring space and form through 3-D objects. Building architectural structures and 3-D masks using paper and found objects.

Physical Education

The goal of The Island School Physical Education program is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities
- Knows the implications of and the benefits from involvement in various types of physical activities
- Participates regularly in physical activity
- Is physically fit
- Values physical activity and its contributions to a healthful lifestyle

Developmentally appropriate activities are taught to foster growth in a variety of motor skill and health-related fitness to enhance the physical, mental and social/emotional development of every child. Lessons promote sportsmanship, teamwork, cooperation, winning and losing gracefully, and the grit to persevere and try something new.

Learning targets for each grade follow (and build upon the previous year's targets):

Kindergarten:

- Demonstrate basic locomotor and non-locomotor skills: hopping, skipping, jumping, galloping, running, walking, sliding and balancing
- Demonstrate self-control and the ability to follow directions
- Practice basic ball skills: rolling, kicking, bouncing, throwing and catching
- Express one's feelings in a positive way
- Demonstrate respect and understanding for all students regardless of their appearance or physical abilities by displaying acceptance and cooperation

First Grade:

- Be willing to practice new physical activities
- Demonstrate increasing skill in basic body movements and basic ball skills
- Participate in games and activities that help students learn about cooperation and sportsmanship
- Understand the importance of physical activity and healthy food choices in maintaining good health
- Demonstrate respect and understanding for all students regardless of their appearance or physical abilities by displaying acceptance and cooperation

Second Grade:

- Show a positive attitude toward physical activity
- Demonstrate a willingness to learn new skills and accept physical challenges such as basic body movements and basic ball skills
- Identify warm-ups and cool-downs, strengthening and aerobic exercises. Show a positive attitude while participating in multicultural dance, activities and games from various cultures

Third Grade:

- Improve movement skills and basic ball skills while participating in games and physical activities
- Show pride in personal accomplishments and give positive feedback to classmates

- Demonstrate good sportsmanship and the ability to make good decisions
- Participate in cooperative games and activities

Fourth Grade:

- Self-report physical activities done during the week
- Use feedback from others and self-monitoring to improve movement in sequences, such as throwing, striking or rhythmic patterns
- Show enthusiasm for improving one's physical performance and support others in improving theirs
- Identify one's physical strengths and weaknesses and create a plan to improve weaknesses

Fifth Grade:

- Describe the health benefits of physical activity
- Report physical activities done during the week
- Understand the basic concepts of fitness such as flexibility, endurance and strength
- Understand the importance of good decision-making skills and refusal skills to make healthy choices and good sportsmanship
- Demonstrate respect and understanding for all students regardless of their appearance or physical abilities by displaying acceptance and cooperation
- Participate in small-sided games to achieve tactical and strategic game sense

Music

Music at The Island School is fun, participatory, and designed to bring out the joy and musicality that is in each student. Through a myriad of musical activities, all students are exposed to the elements of music (such as beat, rhythm, pitch, tempo, melody, etc.). They sing, learn to play rhythm instruments, and experience and explore pitched instruments. As they mature, they are exposed to musical notation, composition, and improvisation. Skills related to being a good performer and a good audience member are also taught.

The music program exposes students to a variety of music from different genres, time periods, and cultures. Using age-appropriate selections, each grade level has the opportunity to respond to musical selections that engender different emotions, or are created for different purposes (for instance, an imperial march *vs.* a lullaby). Exposure to different instruments also gives students an understanding of a wide range of instrumental music.

A further goal of the music program is to have each student feel successful as a creative, contributing member of the class ensemble. Students have many opportunities to create their own music as an individual, with partners, as part of a small group, and as part of the larger class.

Kindergarten and First Grade:

Children learn through singing, playing simple rhythm instruments, listening to music, creating/composing group ensembles, and through gross and fine movement activities. A varied assortment of activities is chosen to develop each child's:

- Understanding of beat vs. rhythm
- Recognition of simple note values
- Vocal exploration, including pitch matching
- Ability to join in musical games and activities
- Ability to compose short songs and rhythmic music
- Cooperation and creative sharing in the music environment

Second Grade and Third Grade:

The groundwork established in kindergarten and first grade lays the foundation for launching all the students' creative ideas in music. Students will:

- Build their repertoire of songs through singing games
- Develop a wider range of pitch
- Work with rhythm and beat together, in small group ensembles using a variety of instruments
- Recognize sounds made from traditional western and ethnic instruments
- Explore making music as individuals, partners, and as part of the larger ensemble
- Combine rhythm and pitch
- Study a pitched instrument during the year: harmonica
- Participate in structured activities to develop an appreciation for listening to music

Fourth Grade and Fifth Grade:

The focus is to build upon the foundation laid in previous years. Working together as a class and building ensemble skills are the top priorities for these grades. Students will:

- Continue to explore more complex rhythm patterns and pitch
- Learn music terminology (*melody, harmony, tempo, pitch, etc.*)
- Study a pitched instrument during the year: harmonica and/or recorder
- Sing folk and popular songs with added instruments
- Explore music notation and composition
- Work together on larger musical compositions in small groups
- Perform prepared pieces in groups or alone, depending on the student's comfort level

Monday Morning Sing

Every Monday starts with singing out joyfully at The Island School. Regularly accompanied by banjo and guitar and frequently enhanced by string bass and harmonica, students, teachers, parents and friends join together in song. It is all about the joy of making music, laughing and singing, and beginning each week with a smile and a song. Come see what it's all about – everybody's welcome!

Spanish

At The Island School we know how important is to learn a foreign language at an early stage. We believe that the early study of a second language results in cognitive benefits, gains in overall academic achievement and positive attitudes toward other cultures. Scientific studies show that younger children learn languages much more easily and faster than older children and adults. The Island School launched its Spanish program in the 2010-2011 school year. All students in grades 1st to 5th, receive 90 minutes of Spanish instruction per week.

The Spanish curriculum aims to develop positive attitudes and excitement toward learning new languages. The program focus is on meaningful communication rather than grammatical structure. Students are encouraged first to understand and then to produce in the language.

The curriculum also incorporates specific Hispanic cultural activities from Spain, Latin America and the United States. We believe that understanding different cultures helps create an appreciation and awareness for the diversity of the Spanish language. At the same time, learning a second language can also improve one's understanding of their native language and appreciation of their own culture.

Program Goals:

- To enhance the development of listening, speaking, reading and writing skills in Spanish
- To promote global awareness and cross-cultural understanding
- To develop increased functional proficiency in all aspects of the language with each year of study

The Spanish program approaches different vocabulary sets in different ways, with different expectations for each grade level. Each subsequent school year, the program builds on the previous year's curriculum adding vocabulary in greater detail and scope. For the early grades, the program includes songs, rhymes, storytelling, games and other fun activities that help build basic vocabulary. In the older grades, the students are encouraged to listen, speak, read and write in Spanish through games, songs and other engaging activities. In addition to developing vocabulary, these grades are introduced to basic Spanish grammar and conversation development skills.

First Grade Vocabulary

| Fall | Winter | Spring |
|--------------|-------------------|----------------|
| Greetings | Greetings | Greetings |
| Colors | Alphabet | Alphabet |
| Numbers 0-10 | Fruits | Commands |
| Animals | Numbers 0-20 | Animals |
| Body Parts | Vegetables | Transportation |
| Family | Clothing | Family |
| Fruits | Classroom Objects | Numbers 0-20 |
| Seasons | Opposites | Seasons |

Second Grade Vocabulary

| Fall | Winter | Spring |
|------------------|--------------------|----------------|
| Greetings | Greetings | Greetings |
| Body Parts | Alphabet | Alphabet |
| Colors | Commands | Commands |
| Numbers 0-20 | Opposites | Family |
| Animals | Number 0-50 | Numbers 0-100 |
| Food | Food | Animals |
| Clothing | Classroom Objects | Transportation |
| Fruit/Vegetables | Days of the week | Clothing |
| Opposites | Months of the year | Family |
| Seasons | Seasons | Seasons |

Third Grade Vocabulary

| Fall | Winter | Spring |
|--------------------|-------------------|----------------|
| Greetings | Greetings | Greetings |
| Alphabet | Alphabet | Alphabet |
| Colors | Commands | Commands |
| Weather | Weather | Weather |
| Number 0-100 | Numbers 0-100 | Numbers 0-1000 |
| Fruit/Veggies/Food | Days of the week | Animals |
| Body Parts | Family | Transportation |
| Animals | Classroom Objects | Community |
| Opposites | Food | Clothing |

Fourth Grade Vocabulary

| Fall | Winter | Spring |
|---------------|-------------------|--------------------|
| Greetings | Greetings | Greetings |
| Alphabet | Alphabet | Commands |
| Weather | Weather | Weather |
| Colors | Days of the week | Months of the year |
| Numbers 0-100 | Numbers 0-1000 | Family |
| Body Parts | Food | Food |
| Face | Emotions | Community |
| Animals | Classroom Objects | Animals |
| Opposites | Clothing | The House |
| Bones | Tu & Usted | Verbs |

Fifth Grade Vocabulary

| Fall | Winter | Spring |
|-------------------|--------------------|---------------------|
| Greetings | Greetings | Greetings |
| Alphabet (vowels) | Alphabet | Commands |
| Weather | Weather | Weather |
| Colors | Food | Emotions |
| Numbers 0-100 | Numbers 0-1000 | Community |
| Days of the week | Months of the year | The House |
| Body Parts | Clothing | Tu & Usted |
| Face | Family | Gender |
| Animals | Animals | Verbs |
| Opposites | Verbs | Definite articles |
| | Classroom Objects | Indefinite articles |

Technology

Philosophy:

Technology is used in a developmentally appropriate manner in all classrooms at The Island School. Teachers decide how and when technology is used in support of the general curriculum and in keeping with the mission and goals of the school. We also believe that the computer is a valuable tool to support learning, not a subject unto itself.

Scope and Sequence:

In all grades, computers, document cameras and projectors are used to present material and research topics we explore in the classrooms.

In **kindergarten, first, second and third grades**, computers are generally not used by students.

The **fourth grade** uses computers to learn keyboarding, to practice word processing while writing stories and to do Internet-based research.

The **fifth grade** uses laptop computers to practice keyboarding, to type stories and poems, to practice basic formatting of documents, to do Internet-based research, and to practice graphing and other mathematics embedded in the *Investigations in Number, Data, and Space* math program.



Where Every Child Matters

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