

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, sexual orientation, gender identity, disability, national or ethnic origin, or other legally protected status in admission of otherwise qualified students or in providing access to the rights, privileges, programs, or activities generally available to all students and their families, including educational policies, scholarship and other financial aid programs, or athletic, extra-curricular, and other school-administered programs and activities.

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

At The Island School we offer a graduated kindergarten program that offers everything from half-day (4 hours) to full-day (7 hours) and any combination in between. While some children are ready for a full-day kindergarten program from the start, other children would benefit from a half-day kindergarten program that allows for a more gradual entry into the longer days in first grade. Parents work in partnership with the school to determine what is best for each individual child.

September-December: All students attend half days with the option to stay for one or more full days, if the child is ready.

January-March: All students attend three half days (with the option to stay all day any of those days) and two full days per week to help them grow their stamina.

April-June: All students attend two half days (with the option to stay all day any of those days) and three full days per week.

This flexibility in the program allows the school to meet the needs of each individual child, rather than forcing all children into a full-day program before many of them are ready. It demonstrates our respect for children's individual developmental needs and recognizes that children have "different needs and different speeds" which need to be honored.

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.

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 to peers and adults 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, re-tell stories and write about what they read.

Reading Workshop activities include:

- Independent reading
- Buddy reading with peers
- Cross-age reading (5th grade learning buddies)
- One-on-one reading with teacher
- Small-group reading (Reader's Theater, Book Club, Skills instruction)
- Reader Response (writing about reading)
- Poetry notebooks
- Whole class studies
 - Author Studies
 - Dialogue Study
 - Non-fiction Study
- Daily read-alouds

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.

Writing Activities may include:

- Weekend News
- Thank you letters
- Birthday letters
- Reader Response (writing about reading)
- Cross-curricular writing in math, science and social studies

Writing Workshop may include:

- Small Moments (writing from life)
- Creating setting
- Beginning, Middle, End stories

- All About Books (non-fiction writing)
- Poetry
- Free Choice Writing
- Publishing

Wired for Reading

Wired for Reading is an engaging, multi-sensory word analysis program designed to improve reading, spelling and vocabulary. We have recently started using this program in second grade, primarily for spelling.

In **Writing Mechanics** we focus on:

- Capitals
- Ending punctuation
- Mastery of K-2 Lifetime Spelling Words in daily work
- Developing automaticity (writing fluency)
- *Handwriting Without Tears* penmanship 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.

Major units of study for the year are:

Kids Can Make a Difference Calendar

In the Fall, the 2nd graders team up with the 5th graders to produce the Kids Can Make a Difference calendar, a more than 25 year-old tradition on the island, originally started by a public school teacher. The calendar is produced and sold by the students, with all profits going directly to projects on our sister island of Ometepe in Nicaragua. Past themes have included Arthropods, Aquatic Animals, Mammals and Birds.

Civil Rights Study

Stories, photographs, role-plays and art projects help this very different generation begin to understand the power and efficacy of the non-violent approach as well as the importance of standing up for the rights of others.

Cultural Study

Our school-wide Cultural Study in March is always a highlight in the year. Together with the other grades and many, many parent volunteers, we delve into another country's culture for a month, exploring flora and fauna, language and stories, visual art and music, history and, everyone's favorite, food!

SCIENCE

Science units are often cross-curricular by design. We want our students to create their science understanding with words, drawings, conversations and experimentation.

Science units may include:

Engineering Challenges

Balancing robots, index card bridges and creating mountain rescue litters for a potato are among the tasks set for 2nd and 3rd grade students. This unit focuses on persistence, innovation and teamwork.

Beach Ecology

During this unit, 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.

Mystery Powders (Chemistry)

In this introduction to the science of chemistry, 2nd graders explore the properties of five common "mystery" powders. They mix water with the powders and conduct various experiments

involving solubility, filtration, evaporation, and crystallization. Throughout the unit, students record their data, which they analyze and interpret in order to make predictions and draw conclusions.

Birds

What do birds have that no other animals possess? Why should we study them? What can we learn from them? These are some of our guiding questions when we turn our attention to birds. Projects and activities include bird identification with a field guide, nest making, research projects, bird-watching trips, in-house bird visitors, games and play writing.

Third Grade

Daily Meetings

We have a daily, morning meeting. Our goals for this time include:

- Practice taking care of each other
- Practice listening
- Practice responding appropriately to information shared
- Practice sharing experiences in a group setting.

We have a daily, closing meeting. During this time we reflect about our day and week, what we thought went well, and what we can improve upon in the days to come. This is a good opportunity for me to get quick feedback from each child about how his/her day went, and if needed, what I can do in the coming days to help the child address whatever needs to improve.

LANGUAGE ARTS

Reading

The third graders meet daily for reading. At the beginning of our reading time, we may meet for a mini-lesson about comprehension, accuracy, fluency or expanding vocabulary using a picture book or passage in a chapter book to emphasize and model a reading strategy. During reading time third graders can read to self, read to someone, listen to reading, and meet for individualized or small group instruction. In third grade we work to become more confident, fluent readers while reading material that is a good-fit at our current reading level.

Writing

During class writing time students have the opportunity to continue to grow creatively and practice necessary skills to become effective writers. Students will have free choice writing, as well as assigned writing projects, where we will be working together exploring different types of writing. Select pieces will go through the writing process (planning, drafting, revising, editing, and publishing.) Writing is also integrated into all of our other subject areas.

“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

Wired For Reading

Wired for Reading is an engaging, multi-sensory word analysis program designed to improve reading, spelling, and vocabulary. Based in the latest research, students are taught to use linguistics in a kid-friendly way to understand the deep structure of language and phonics. As

they learn to connect speech to sounds, sounds to letters, and letters to meaning, English spelling patterns are demystified, and students are empowered to confidently and fluidly decode words when reading and spelling (*Wired For Reading* – Teacher’s Manual, August 2014).

Teaching *Wired For Reading* is so much fun! Students have the opportunity to engage in this interactive curriculum using sounds, actions and stories to help learn and solidify word sounds. Once we start the curriculum, we will ask students to share and practice with you information and techniques used here at school.

Handwriting Without Tears

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. Cursive practice will be part of our morning work routine. Third graders may also work on their cursive during Quiet Time.

MATHEMATICS

In third grade we use the *EngageNY* 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

Throughout the *EngageNY* curriculum, we include additional lessons based on student academic needs and interests. This includes material from other math programs.

SCIENCE and SOCIAL STUDIES

Third graders will explore a variety of science, engineering and social studies topics. We will work together with the second, fourth or fifth grades when topics and classroom schedules allow for it. Having the opportunity to learn as a larger community invites cooperative experiences and more options for activities. Topics of study are integrated within our reading and writing activities, as well as art and music, when appropriate.

We begin the year reviewing research skills by reading and writing about our class mascot. Working together as a community, we also build our Lego City. During Lego City we will explore what is needed to make a community and work as a cooperative group to create a space unique to us.

Other topics students may explore during third grade include:

- Science and engineering experiments
- Salmon
- Northwest Coast Native Americans
- Geography
- Cultural Study
- *NatureBridge* (watersheds in the Pacific Northwest)
- Greek Mythology
- Bainbridge Island History

Field Trips

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, school-wide Cultural Study experiences and student interests. Field trips in third grade include:

- Seattle Art Museum
- A multi-day, overnight, outdoor education camp at NatureBridge
- The Suquamish Tribal Museum
- Grover’s Creek Salmon Hatchery
- Bainbridge Island Historical Museum
- Bainbridge Island Japanese American Exclusion Memorial
- Seattle Children’s Theatre

Social/Emotional Learning

Throughout the school year, we will explore the following social/emotional learning (SEL) topics:

September	Community
October	Self-awareness
November/December	Resilience
January	Integrity
February	Empathy
March	Curiosity
April	Resourcefulness
May	Creativity

These SEL topics are seamlessly woven into our daily culture at The Island School. By highlighting specific topics each month, we have the opportunity to define and illustrate the meaning of each word together with our whole community. In our classroom we will talk about the meanings of these words, read books that illustrate these topics, identify examples of these words in action and, as a community, work to model these behaviors.

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. Students will select pieces to go through the writing process (planning, drafting, revising, editing, and publishing).

As a class we write:

- Expository pieces
- Narrative stories
- Letters
- 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 meet for individual reading conferences to identify independent goals for each child. During the year students will also participate in partner reading, shared reading and literature groups.

During Reader's Workshop students:

- Are exposed to a variety of genres
- Read a variety of genres including *Time for Kids Magazine*
- Read independently
- Read with partners and in group
- Respond to books orally and in journals

Spelling (Word Work)

We will be using aspects of the Wired for Reading program, including whole class focused work on prefixes, suffixes and word roots, and individualized sets of high-frequency or commonly misspelled words to work on and practice.

- Students will have word work that is at their current level and is meaningful for their own writing.
- Students will work on brain-based, hands-on activities to help internalize spelling rules and structures.
- Students will learn common patterns and rules that help with both encoding and decoding.

MATHEMATICS

Our math program is based on our fourth 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, have daily practice with math facts and reinforce skills by playing math games. Groups rotate to ensure 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.

As part of our weekly schedule, we take time for *Explorations*. *Explorations* involves research, delving deeply into a topic, and completing integrated activities around that topic that include literature and the arts. Our first *Explorations* topic in September is the *big* concept of infinity.

SCIENCE and SOCIAL STUDIES

Fourth graders will begin the year reviewing research skills by learning about the class mascot. Other school-wide science and social studies units will include studying Civil Rights in February and the Cultural Study in March. Third and fourth graders will prepare for their overnight trip to NatureBridg at Olympic National Park as we study environmental science and geography of the Pacific Northwest.

Additionally, fourth graders will have two deeper explorations during the year: Engineering Design and a multi-disciplinary unit called Shakespearience. In the Engineering Design unit, students will explore how Engineering Design relates to various science topics. Students will use the Engineering Design Process (identifying and researching the problem, planning solutions, making models, testing models, and reflecting and re-design) to construct their own designs as individuals and as teams. In Shakespearience, students will learn about the life and times of William Shakespeare. This unit includes social studies and language arts (including concepts about the etymology of the English language from Wired for Reading) and will culminate in a final performance or presentation.

Technology

Using student laptop computers, students are introduced to:

- Keyboarding – 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 may include:

- Seattle Art Museum
- A multi-day, overnight, outdoor education camp at NatureBridge
- The Suquamish Tribal Museum
- The Burke Museum
- The Marine Science Center in Poulsbo
- Bainbridge Island Historical Museum
- Bainbridge Island Japanese American Exclusion Memorial
- Seattle Children’s Theatre
- 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
- Food drive for a local food bank
- Cultural Study
- Civil Rights Forum
- Research projects during Cultural Study
- “Kids Can Make a Difference” calendar to support our sister island, Ometepe
- Facing Homelessness field trip

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 are exposed to and participate in a variety of musical activities. In addition to attending their weekly music class, they sing songs related to our topics of study, have the opportunity to play in the Fifth Grade Band and write original songs as part of our 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 of 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.

Social Emotional Learning

Social Emotional Learning (SEL) has been a hallmark of an Island School education since it was founded in 1977. This summary represents our shared definitions of some of the essential traits that the faculty addresses every year and the timetable we use to explore them with our students. At each grade level teachers use developmentally appropriate curriculum to teach each one of these qualities. Of course, we approach each of these topics whenever the need arises, regardless of the order below; the teachable moment is the best time to introduce or reiterate a needed lesson.

This set of definitions is meant to help all of our community members – teachers, parents, and students – have a shared vocabulary and a shared understanding of the essential traits we want all students to develop. We believe that with these tools and this heightened awareness, we will be more effective in helping our students prepare for a successful future.

September – **Community** is the topic by which we help students see themselves as part of a larger group. Teachers use this term when we are building communities within our classrooms and considering the school as a whole. We encourage our students to get along well with each other and to develop a sense of their place in the community. Essential elements of our community are inclusion (no closing games); safety (we are a safe place, physically and emotionally); and the celebration of individual differences. These are all part of learning “The Island School Way.”

October – **Self-awareness** involves knowing oneself as an individual. Students will recognize and accept that they have their own set of strengths (“Razzle Dazzles”) and challenges (“Razzle Frazzles”). Students will also understand that others have their own strengths and challenges (“different needs, different speeds”). No one is perfect. Developing greater self-awareness helps students recognize that their words and actions affect others.

November/December – **Resilience** means showing perseverance, initiative, self-confidence, stamina, persistence and the fortitude to work through challenges. We tell students: “You are stronger than you know.” We teach them to “win graciously and lose gracefully.” Children need to live through disappointment, failure and frustration in order to learn resilience. As adults, we need to allow children to struggle; this leads them to discover that they can learn from their mistakes and carry on.

January – **Integrity** is taking responsibility for one’s actions and following one’s own moral compass. We seek to teach students to act with honesty, fairness, respect and mindfulness, and we encourage students to “do the right thing, even when no one is looking.” We explicitly teach fair play. In the older grades, we help students to develop the courage to act when action is necessary and to recognize that one’s actions build one’s reputation.

February – **Empathy** is the foundation for all of the social and emotional traits, and we begin teaching it on the first day of school. Empathy is recognizing and experiencing the feelings and emotions of others. It means looking outside oneself, walking in another’s shoes and seeing situations from someone else’s perspective.

March – **Curiosity** means asking meaningful questions, exploring what you don't understand, loving learning and finding interest in new subjects. It is a part of all that we do here at The Island School. Wonder comes naturally to children, and at The Island School we “nurture their innate curiosity.”

April – **Resourcefulness** involves identifying what tools you have and what tools you need to achieve your goals. It's about being open to taking a different path, developing a new line of questioning, being flexible in your approach and making the best of any situation. Resourcefulness involves negotiation, adaptability, and figuring out what to do when one is “bored.” Children demonstrate resourcefulness when they recognize the positive qualities and skill sets of others as opportunities for mutual growth.

May/June – **Creativity** is the gift of working with imagination and originality. At The Island School we keep a broad view of creativity. Teachers facilitate children following their interests and passions. We embolden them to pursue ideas without worrying about the outcome, and we inspire them to take risks while encouraging them to be willing to mess up. Failure is necessary! Teachers maintain enough unstructured and open-ended time for students to “get in the groove” of creativity. We recognize that appreciating beauty is part of the creative process.



Where Every Child Matters

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