



Syllabus

Overview: Welcome to Mulberry Lane SchoolHouse! This document is intended to lay out what your child is going to do, learn, and think about over the next 12 weeks. Additionally, I will send home a weekly overview each week to share more specifics for a given week. As always, please don't hesitate to reach out with questions.

Area of Focus	Overview
Word Study	<p>There are several key skills your child will learn:</p> <ul style="list-style-type: none">● Letter Formation● Phonological and Phonemic Awareness● Sound Mastery● Syllables● Rhyming● Vowels,● Blends and Digraphs● Tricky Spelling Patterns: dr-and tr-● Vocabulary - High Frequency Words● Vowels● Consonant Rimes -at, -in,-it and - an● Short Vowels and Long Vowels with Silent E
Reading Workshop	<ul style="list-style-type: none">● Launching Readers Workshop - students learn to think of themselves as readers. Students will learn that readers read the world. A reader is someone who walks through the world on the lookout for things to read. They will start by learning to read (in many cases this is looking closely at the pictures and noticing the words) books that teach them about the world. Students will learn the importance of rereading for different purposes (ie. for more meaning; to retell; to rethink; to learn more words). The children will reread familiar stories. Both of these types of reading help develop concepts of print as well as early reading behaviors.● Reading with Print Strategies and Sight Words - students will learn to draw on multiple sources of information - meaning, syntax and the sound of letters so they can begin to use them at the beginning of the words in books. Greater emphasis will be placed on looking at the print and developing the concept of one-to-one matching to help students understand that the print conveys meaning. The children will move from familiar texts to unfamiliar texts. They will learn that it helps to use a combination of strategies, not just one isolated strategy at a time, when

	<p>reading. Students will learn to search for meaning, use picture clues, begin to search visual information, use the sound of the first letter of a word and newly learned high frequency words and they will learn to develop persistence as readers when they feel stuck. Students will learn to read with fluency (smoothly with expression) to communicate their understanding of the text. They will learn to attend to patterns, end punctuation - and changes in these, and to meaning.</p>
<p>Writing Workshop</p>	<ul style="list-style-type: none"> ● Launching Writers Workshop - Students will learn to think of themselves as authors. They will learn to think up a topic and add meaning by drawing representationally and then to do their best approximation of writing. They will then learn to look at what's on the page and ask him/herself "What have I left out? What should I add? They will also learn to plan their pages by thinking more about what they want to say. Students will learn phonemic awareness as they stretch out, listen to, distinguish and record the sounds in a word. <p>Students will learn to write "teaching books" and later "Small Moment Stories". They will learn to reread what they have written, and how to add more. They will label more of their pictures, to represent more sounds in a word, and to make two - word labels using high frequency words. We will end this unit of study by having a publishing party. We will prepare for our publishing party by editing our work. Students will be introduced to the checklist that we will use throughout the rest of the year for their writing. With the guidance of the checklist and me, students will learn to make their writing better by adding details to their writing as well as fixing up their spelling and getting more sounds into their words.</p> <ul style="list-style-type: none"> ● Writing for Readers - Children will learn to see writing as a way to make and communicate meaning, to share their own personal stories. Students will develop their story writing by thinking of a story, capturing it in drawings and words that span pages, and doing all of this in ways that they can as well as others read what they have put on the page. <p>Students will learn to put actual words and sentences onto the page. They will learn to sound out words, stretching the words out so they can isolate and hear the sounds at the start of a word and to make marks that represent those sounds. They will learn how to mark the end of a sentence and when to do so with a period or a question mark or an exclamation point.</p> <p>Students will continue to work with writing partners. Children will learn to</p>

	<p>use drawing to plan and rehearse more meaningful stories and more exact storytelling language. Students will be taught how to write their words better by learning to use vowels as well as sight words. Students will once again use a checklist at the end of this unit. Students will also learn to revise their stories by adding more details in their drawings and words. . We will end this unit with a publishing party.</p>
<p>Math</p>	<ul style="list-style-type: none"> ● In our first unit students will work on classification activities that allow students to analyze and observe their world and articulate their observations. They immediately engage in the skills of reasoning and dialogue. Student’s then begin to order, count and write up to ten objects to answer “how many?” questions from linear, to array, to circular, and finally to scattered configurations wherein they must devise a path through the objects as they count. Then students use their understanding of relationships between numbers and know that each successive number name refers to a quantity that is one greater and that the number before is one less. ● In our second unit, students will explore two-dimensional and three-dimensional shapes. Students learn about flat and solid shapes independently as well as how they are related to each other and to shapes in their environment. Students begin to use position words when referring to and moving shapes. Students learn to use their words to distinguish between examples and non-examples of flat and solid shapes.
<p>Social Studies</p>	<p>Self and Others</p> <ul style="list-style-type: none"> ● We are All Unique- Students will look at what makes us all unique and similar. We will look at what we look like, what our families look like, where we live - city, state, USA. We will also find out from our parents what country they or their relatives are from. Students will look at a map of the US and find New York on it. When they talk with their families, together they will find the country their family came from and circle it. We will talk about our family and community traditions, the languages we speak and the holidays we celebrate. We will discuss our likes and dislikes. We will turn this information into individual books titled Who Am I? and will share them with the class. We will then have a final discussion on how we are all similar yet unique. Books will then be sent home for the children to read to/with their parents. ● Holidays - Since we will have already discussed holidays and traditions we celebrate with our families, we will discuss the more American holidays and symbols in order to help develop a shared sense of history, community and culture. We will make a class book. ● Civic Ideals -We will begin this unit. We will start this unit on what it means to be a good citizen. In order to be a good citizen you must be responsible and respectful. We will look at ways on how we can achieve these qualities at home, at school, at play. We will then look at being a



	<p>responsible citizen means voting for the people you want to represent you. We will read a story on that and then we will have our own voting ballot and will vote on things like what animal should be our class stuffed pet; what is our favorite class snack etc... We will add up the votes for each category and declare a winner for each.</p>
Science	<ul style="list-style-type: none">● Weather and Climate - Students will learn that Energy comes from the Sun. They will learn about shade structures and why they are important. Students will learn about the different seasons. They will also learn about different types of weather and how we should dress appropriately for it. Students will learn what a meteorologist does. We will study the water cycle as well as clouds. We will do many experiments that apply to weather like making rain clouds.● Interdependent Relationships in Ecosystems: Animals, Plants and Their Environment. Students will learn what plants and animals need to survive and how they are interdependent.
Other	<p>There are several other things we will be focusing on during these first twelve weeks:</p> <ul style="list-style-type: none">● We will be doing daily mind breaks where we take a few minutes to practice our breathing, or yoga movements.● Most Fridays we will be learning about a new artist and will try to do artwork like theirs