

**What a
Solomon Schechter
First Grader
Should Know
and
Be Able To Do!**

Judaic Studies

General Studies

Specials Program

זשננתם לבניד

“And you shall teach
your children...”



**SOLOMON SCHECHTER
DAY SCHOOL OF NASSAU COUNTY**

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A Message to the Reader

This brochure lists skills and abilities in Judaic Studies, General Studies, and the Specials program that students should acquire by the end of First Grade to earn promotion to the Second Grade. It answers questions that everyone in the school community needs to ask, such as:

- What are students expected to know and be able to do?
- How are their achievements measured?

This document is the product of extensive work by our faculty and administration, taking into account guidelines published by the New York State Education Department, the Board of Education of the City of New York, and the unique needs of our school community. Besides detailing the curricular goals and objectives of this particular grade, this document is designed to be part of the overall K-12 curriculum of the Solomon Schechter Day School of Nassau County. Similar brochures can be obtained for other grades.

If you have any questions or suggestions, please be sure to contact either Mr. Dickstein or Mrs. Hirsch at 516-935-1441. We value your feedback and input.

Mission Statement

The mission of the Solomon Schechter Day School of Nassau County is to provide a caring and nurturing environment within which Jewish students grow educationally, culturally, socially and spiritually, and to promote the observance of mitzvot and traditions that are the foundations of the Jewish religion.

Statement of Purpose

The Solomon Schechter Day School of Nassau County is a co-educational private Jewish day school affiliated with the Conservative Movement. Through the efforts of a dedicated and qualified staff, the school offers rich and innovative curricula for students from Kindergarten to 12th Grade in both general and Judaic studies, and strives to help students and their families lead meaningful lives, instilled with the values of American democracy, pluralism, and the love of Israel.

Judaic Studies

Conservative Judaism

We are a school proudly aligned with the Conservative Movement. We adopt the guiding principles of our Movement for our school's curriculum and program. As such we provide learning and experiences that encourage:

- Development of a personal relationship with God
- The centrality of Mitzvah and Torah Study
- Valuing and cherishing Jewish plurality and diversity, both within our school and the larger world around us
- Identity with Jews in Israel and the world

Mitzvah

As a Conservative Day School, we teach, experience, and celebrate mitzvah. All of the mitzvot are both taught and observed throughout our school program. Much of the Mitzvah curriculum is implicit in all phases of our school program. This applies both to mitzvot we traditionally call "ritual" (*mitzvot bein Adam l'Makom*) and those we sometimes refer to as "ethical" (*mitzvot bein Adam l'chavero*). For example, all children give tzedakah during their weekly Kabbalat Torah celebrations. So too, Kashrut is required for all food brought to the school. At the same time, we teach respect for teachers through an emphasis on proper behavior. Children observe the mitzvah of *kavod ha Brit* through recognition of the differences among our students and teachers.

While we recognize the wide range of observances among our families, the school remains committed to the observance of mitzvot for our children and families.

The First Grade children learn about the mitzvah of *bachnasat orchim*, welcoming of guests.

Among the mitzvot lived in First Grade are:

- Tzedakah
- Shabbat – Candles Kiddush, Challah, Tefillah
- Food – Kashrut, Brachot
- Tefilah
- Bikur Cholim
- Kavod – Mitzvot between people and their friends – understanding and appreciating the differences among the people on our school and families
- Defining and identifying Masem Tovem – Good Deeds

Tefilah

Tefilah is seen as the central way we express our thoughts, needs, and wishes as Jewish people. Tefilah teaches us the central categories of Jewish values and helps us communicate with God. Because the school sees Hebrew as the language of the Jewish people, tefilah is always done in Hebrew. Boys and girls participate equally in all aspects of the school's curriculum and Jewish experiences.

We teach tefilah both to help children learn the *matbayah tefilah* (the way the tefilot are recited in the synagogue services) and the ideas and aspirations the tefilah encompasses. Our Staff Development program is centering on tefilah.

Tefilah is a sequential curriculum. Each year builds on the tefilot learned in the previous school years. By the end of their learning in the Elementary School, the children are capable of leading almost all of the daily and Shabbat tefilot.

Tefilah is a daily experience. On Friday, the children anticipate the beginning of Shabbat through the Kabbalat Shabbat. An overt connection is made between our school celebration and home observances and celebrations. For example, the children will invite guests to their room and a Shabbat Eema and Shabbat Abba lead the class celebrations. The children learn the central Friday night tefilot. They also learn about Havdalah.

Because Hebrew reading and writing is a central part of the First Grade program, the children use a written text for learning the tefilot. The children use tefilah charts supplied by the Tal Am Hebrew language program.

By the end of the First Grade, the expectation is that our students will be familiar with the following tefilot:

Bracha for Wearing a Talit; Modeh Ani; Mab Tovu; Birchot haShachar; Ashrei; Haleluyah; Barcho...Yotzer Or; Shema; Torah Tzeva Lano Moshe; Birchot haTorah; Ayn Kelobeino; Adon Olam; Kiddush Shel Shabbat.

At the conclusion of the school year, the children have a Siddur Ceremony. Each child is given a siddur in recognition of the fact that he/she is able to read Hebrew well. A siddur is then used in all subsequent grades during tefilah. The school presently uses the Siddur *Or Yisrael*. It is a large print siddur and uses the egalitarian version of the Birchot haShachar.

Shabbat and Holidays

Through the weekly and monthly life of the school, the children see Shabbat and the Jewish holidays as special moments for Jewish celebration. Connections are made between the mitzvot of the Torah, our Jewish life in school, and our lives as Jews at home and in the wider world.

Since the holidays are annual celebrations, the classes review and include the learning from previous years. In the First Grade in particular, the children learn about the months of the year and the annual holiday cycle. As the children's Hebrew ability improves, the children read stories about the holidays. They also expand their repertoire of holiday songs.

Torah Study

The goal of Torah study is to fulfill the mitzvah of *Talmud Torah*. We study the Torah as the central unifying story of our people's understanding of the world and our relationship with God. By studying the Torah, we come to identify with our Jewish history and fulfill God's covenant with the Jewish people. Finally, we begin to appreciate God's commands and wishes for us as responsible and committed Jewish people.

The study of Torah continues to build on the Kindergarten learning. In First Grade, the children learn the names of the Five Books of the Torah and the name of each weekly parsha. The children become familiar with the Torah chanting by listening to a recording of the a verse of the Torah portion. The prime focus of Torah Study is the weekly Torah reading. A connection is made between the children's Torah study in school and the weekly reading of the Torah in the synagogue on Shabbat.

The children meet weekly with the Principal to act out each week's Torah reading. The major and well-known sections of each week's reading are acted out. Time is devoted to having children begin to think critically about the Torah reading. The children are encouraged to identify with the major personalities of the Torah. Through group lessons, the communal nature of Torah learning is taught. So too, each child is encouraged to ask questions of the text. The Torah is seen as a living text for the Jewish people.

By the end of the school year, the children will be able to recount the major Torah story cycle, identify the main personalities of the Torah, and understand many of the mitzvot.

Hebrew Language

The following comes from curriculum materials of the Tal Am Hebrew Language First Grade program:

The goal of Tal Am is expressed in the acronym LIMUD (learning):

Lefateach - to develop

Ieled Yehudi - a Jewish child

Maskil - who is literate

Umasaur Bechol – committed and

Drachav – skilled to live Jewishly.

Our goals is develop the evolving learner in a gradual process with a holistic and spiral curriculum. We aim to develop the knowledge about and commitment to:

- Am – People. Pride in being part of the Jewish people and understanding and accepting responsibility for *Tikkun Olam* (contributing towards improving life on earth).
- Torah – Commitment to study, respect, and transmit the entrusted sources from generation to generation.
- Israel- The land we came from and we returned to. Recognizing the centrality of Israel in our lives.
- Lashon – Hebrew is our people's communication, identity, and heritage language and is essential for

authentic learning of our sources.

By the end of the year, the children are able to accurately read and write Hebrew. The children will greatly improve their passive understanding of the teacher's spoken Hebrew and their Hebrew booklets. So too, the children increasingly use their active Hebrew skills by both answering questions and initiating Hebrew dialogue. Hebrew vocabulary and sentence structure become increasingly sophisticated. The children assimilate the elemental grammar structures of the Hebrew language.

Medinat Yisrael

All children in the school learn about the State of Israel. Focusing primarily on modern-day Israel, the children daily express our love of Medinat Yisrael by singing *Hatikvah* at the start of the school day. The children learn about the Flag of Israel.

Through our annual celebration of Yom haAtzmaut (Israel Independence Day), the children learn about different aspects of modern day life In Israel, ranging from Jerusalem to the Army, from the map of Israel to the joy of Israel's existence. So too, the children periodically learn about the political conflicts confronting present-day Israel. Finally, the children regularly engage in projects fostering their connection to the State of Israel and our responsibility to Israeli Jews. These projects range from letter writing to tzedakah projects.

Language Arts

Reading—Reading Habits

By the end of the school year, students should:

- Choose reading as a way to enjoy free time at school and at home.
- Choose four or more books to read every day alone or with help.
- Re-read favorite books and hear several read-aloud every day.
- Read a range of materials, including poems, picture books, letters, and simple informational books.
- Read classroom labels, signs, and instructions.
- Discuss books daily with the teacher, a classmate, or in a group.
- Learn new words daily.

Reading—Getting the Meaning

By the end of the school year, students should:

- Show that they understand a book they have read on their own by retelling, summarizing, or discussing it with classmates.
- Begin to use their own strategies to solve reading problems, such as stopping to consider whether words or sentences sound right and make sense in the story.
- Use punctuation such as periods, question marks, and quotation marks to help make sense of a text.
- Show that they understand a read-aloud by making predictions, discussing cause and effect, and/or extending the story.
- Join with the class in creating charts and diagrams to record important details about characters and events in stories.
- Compare characters, setting, and story from one book to another.

Reading—Print/Sound Code

By the end of the school year, students should:

- Recognize and know the sounds of all the letters in the alphabet.
- Put sounds and letters together to read words.
- Recognize by sight at least 150 words they see often when reading.
- Use beginning and ending sounds to figure words out.
- Recognize blended sounds in words, such as “bl” in black.
- Recognize their own first and last names.
- Recognize names of friends and family in print.

Writing—Habits

By the end of the school year, students should:

- Enjoy writing daily on topics that they choose themselves.
- Choose at least 10 pieces throughout the year to continue working on and make better.
- Begin to develop a sense of what makes a good piece of writing.
- Talk with classmates about ways to improve each other's writing.
- Keep a collection of their writing.
- Have opportunities to share finished work with an audience.

Writing—Purposes

By the end of the school year, students should:

- Write in order to:
 - Share an experience or event.
 - Communicate information to others.
 - Tell a made-up story.

- Tell what they think about a book.
- Tell how to do something.
- Tell about events in the order that they happened.
- Use a combination of words and pictures in their writing.
- Use in their own writing ideas and language from books they have read.

Writing—Language Use and Conventions

By the end of the school year, students should:

- Write using a combination of invented spelling and correctly spelled common words.
- Create writing that sounds like talk, and begin to include harder words that they hear from adults and read in books.
- Use appropriate letters to represent sounds they hear in words.
- Create writing that can be read by themselves and others.
- Begin to use periods, question marks, and capital letters.
- Use classroom resources such as charts and word lists to help with writing.

Listening and Speaking

By the end of the school year, students should:

- Listen and speak daily in whole class and small group discussions, and in one-to-one conversations with the teacher, in order to:
 - Show an understanding and appreciation of stories read to them
 - Add to a rapidly growing vocabulary.
 - Share ideas, facts, observations and opinions with classmates and teachers.
 - Ask questions to make things clearer.
 - Hear and follow directions.
 - Listen respectfully and learn to take turns speaking.

Mathematics

Arithmetic and Number Concepts

By the end of the school year, students should:

- Count forward and backward by ones and twos on a number line up to 100.
- Match words and symbols from 0 to 15.
- Learn about the meaning of each digit in a two-digit number.
- Learn about even and odd numbers.
- Use the symbols < (less than), > (greater than), and = (equal to).
- Add two numbers and three numbers that can equal 10.
- Add and subtract two-digit numbers.
- Show an understanding of fractions such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$.
- Show an understanding of a whole such as $\frac{2}{2}$, $\frac{3}{3}$, $\frac{4}{4}$.
- Use money to practice writing decimals.
- Learn how to make change for amounts of money.

Geometry and Measurement Concepts

By the end of the school year, students should:

- Use clocks and calendars to study time to the hour, day, month, and year.
- Measure length using inches, feet, yards, centimeters, meters.
- Measure weight using ounces, pounds, kilograms, and liters.
- Measure temperature using Fahrenheit and Celsius thermometers.
- Identify shapes in everyday life: square, rectangle, triangle, and circle.

Function and Algebra Concepts

By the end of the school year, students should:

- Sort and classify objects by two characteristics (color/shape, size/color).
- Investigate patterns using models.
- Explore many to one: five fingers to one hand; two eyes to one face.
- Recognize geometry and number patterns.
- Repeat geometry and number patterns.
- Make up geometry and number patterns.

Statistics and Probability Concepts

By the end of the school year, students should:

- Collect data and record their results with tallies, blocks, and graphs.
- Predict what will happen when a coin or number cube is tossed.
- Solve problems such as: “How many different pairs of numbers add up to ten?”

Mathematical Process

By the end of the school year, students should:

- Use objects or drawings to solve problems.
- Use objects to represent numbers in real-world situations.

- Choose addition or subtraction to solve word problems.
- Create and solve word problems.
- Explain the answer to a problem.

Science

Physical Sciences

By the end of the school year, students should:

- Observe, describe, sort, and classify objects based on their physical properties, including whether they are solids, liquids or gases.
- Observe and describe the effects of magnetism on objects.
- Begin to understand that the material of which an object is made determines some of its properties (e.g., sink and float).

Life Sciences

By the end of the school year, students should:

- Begin to understand that plants and animals need air, water, and food in order to live and thrive.
- Observe and classify plants and animals in terms of how their specific parts help them to survive.
- Begin to understand the interdependency of animals and plants.
- Observe and explain how adaptations help plants and animals survive in different environments.
- Observe and explain changes over time as plants and animals mature (seed germination).

Earth and Space Sciences

By the end of the school year, students should:

- Examine and describe the Earth's materials including water, rocks and soil.
- Observe and describe objects in the day and night skies.
- Observe and describe the properties of matter.
- Observe and record seasonal changes.

Scientific Thinking

By the end of the school year, students should:

- Work individually and in groups to collect, describe, record, share, and to apply information to answer new problems.
- Begin to ask questions and construct explanations based on observations and the results of simple experiments.

Scientific Tools and Technology

By the end of the school year, students should:

- Use magnifiers and measuring devices such as rulers, pan balances, and measuring cups.
- Use standard and non-standard units of measurement for length, width, weight, and volume (inches, cubes, pennies, and string).

Social Studies

My Family and Other Families, Now and Long Ago

The Grade One Social Studies program focuses on helping students learn about their roles as members of a family and school community. The development of identity and social interaction are stressed. The students explore self, family, and school through the five standards. Students learn about families now and long ago as they study different kinds of families that have existed in different societies and communities. Students also begin to locate places on maps and globes and learn how maps serve as representations of physical features and objects. Building on the Kindergarten program, the First Grade program encourages interdisciplinary learning to assist in developing the content, concepts, and skills outlined for the K-12 Social Studies program.

History

By the end of the school year, students should understand that:

My family and other families

- Different kinds of families exist in all communities.
- Families have beliefs, customs, and traditions.
- Families have roles and responsibilities.
- Families are interdependent.
- Families lived in other places and at different times.

History of my family

- Families have a past and they change over time (their family timeline illustrates their family's history).
- People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions.
- Folktales, biographies, oral histories, and legends relate family histories.

My community and local region

- Different events, people, problems, and ideas make up their community's history.

- Monuments and important places are located in their neighborhood.
- Communities are connected economically and geographically.

Geography

By the end of the school year, students should understand that:

About places in my community and local region

- Places can be located on maps and on a globe.
- Maps and diagrams serve as representations of places, physical features, and objects.
- Cardinal directions can be used to locate places and physical features.
- Symbols represent places and can be used to locate geographic features and physical characteristics.

Economics

By the end of the school year, students should understand that:

Challenge of meeting needs and wants

- Scarcity means that peoples' wants exceed their limited resources.
- Communities provide facilities and services to help satisfy the needs and wants of people who live there.
- Through work, people in communities earn income to help meet their needs and/or wants.

Economic decision making

- People make decisions about how to spend the money they earn
- People work to earn money to purchase the goods and services they need and/or want.

Political

By the end of the school year, students should understand that:

Symbols of citizenship

- Citizenship includes knowledge about and respect for the flag of the United States of America.
- Citizenship includes a pledge of allegiance or loyalty to the United States of America.

Rights, responsibilities, and role of citizenship

- Students, teachers, and staff are all citizens of the school community and have rights and responsibilities.

People making and changing rules and laws

- People form governments in order to develop rules and laws to govern and protect themselves.
- Key terms of government include: democracy, power, citizenship, nation-state, and justice.
- People plan, organize, and make decisions for the common good. Students can participate in problem solving, decision making, and conflict resolution.
- People in school groups develop rules to govern and protect themselves.

Specials

In addition to classroom learning, all children are offered an enriching "Specials" program. Children have Music, Library, Computer, and Art, for 40 minutes each week. The children have Physical Education twice a week. Each of the special areas is taught by a full-time teacher who specializes in the given area.

MUSIC

The Music program combines singing, clapping, and body movement with the playing of both pitched and unpitched instruments to teach beat competence, vocal development, music notation, form, rhythm, melody, harmony, timbre, dynamics, and conducting. In addition, separate educational units are presented in the areas of the science of sound, musical instruments and their respective families, unconventional musical instruments, recorder, and famous composers. The vocal repertoire, approximately 80% of which is Judaic, is often used as a tool in teaching the elements of music.

In addition to the weekly music period, the school sponsors a Fourth and Fifth Grade Choir. The Choir performs during special school functions and for a variety of events in our community. Students in Third through Fifth Grades may also participate in the after-school instrumental music program.

PHYSICAL EDUCATION

The primary goals in Physical Education are to teach students individual and team games, that stress the importance of physical activity and fitness. Instructional emphasis in Grades K-3 is based on motor skill theme development, movement concepts, and improvement in muscular strength, endurance, flexibility, and agility. In Grades 4-5, emphasis is on refinement of motor skill themes, and development of a high level of physical fitness. Student will improve skills, knowledge, and attitudes to help them lead active, healthy, and productive lives as adults.

The Physical Education program is based on Project Adventure, which encourages children to engage in non-competitive games and group problem-solving initiatives. The program seeks to help individuals reach their goals, to improve self-esteem, to develop strategies that enhance decision-making, and to respect differences within a group.

In addition to the two weekly Physical Education classes, there is a very active after-school sports program. We belong to a private school league, composed of different private schools in our area. There are separate boys' and girls' teams, with three sports seasons during year.

LIBRARY

Loving to read is one of the most important goals of the Library program. The children are exposed to a wide range of quality children's literature. Children in the younger grades learn about different kinds of books and authors. Children in the middle and upper grades also learn the different parts of a library and are introduced to elements of library research. Students learn and use basic library skills through the use of games.

Various types of books are shared with the children throughout the year, especially at Jewish holidays. Responsibility in taking care of the book at home and returning the book on time is stressed. Every day starts with a poem read to the whole school. In the fall, the Read-a-thon is used as a reading incentive. At Purim time, we "Search for Haman" with a school-wide geography game. Together with the Parents Association, we offer birthday books to the children. The library has approximately 8,000 volumes. We also have a range of encyclopedias and other research materials.

COMPUTER

The Computer program is fully integrated with the classroom curriculum.

Kindergarten classes work on early learning programs, including early literacy and math. Children also work on "All About Me" projects that integrate sounds and digital photos. To coordinate with the First Grade curriculum, the children are introduced to their first writing program, entitled *Paint, Write, and Play*. First Graders are introduced to a range of phonic awareness, reading, and math programs.

Second Graders begin to use desktop publishing programs, using *The Writing Center* and *Storybook Weaver*. They learn basic editing skills and graphics programs. Second Graders also use *Inspiration*, a program that helps organize ideas. Third Graders are given their own disks to learn data management. They also use the computer as a research tool for their Solar system and Rainforest units. They also make a multimedia presentation using *Kid Pix*.

Fourth and Fifth Graders use the Internet to supplement their class learning and research projects. The Fourth graders use *ClarisWorks* to learn about databases. They also use *Inspiration* to brainstorm ideas and thoughts as they write their Cinderella stories. Students in Fifth Grade learn the fundamentals of spreadsheets. They also use the Internet to obtain information for the State reports.

ART

Each week, every child in SSDS comes to the Art Room for approximately 40 minutes. The children have assigned seats, participate in a Great Behavior program, create artwork in a variety of media on a variety of themes, assist in reading directions, and help give out and clean up supplies. When they finish their projects, Mrs. Fields encourages them to create free drawings, read about an artist, fold an Origami project, or learn and practice drawing using assorted art books. The children read a color poem and learn about a new artist each month and receive notes and phone calls from Mrs. Fields to compliment their great work. Class often ends with a 2 or 3 minute game such as Hang the Colors, Finish the Picture, Observation (what is different), and verbal vocabulary games.

