



K Kindergarten - Ashley Bachelder

The Kindergarten experience is one of new beginnings for many children. Because of this it is very important that their experience be as positive and successful as possible. The Kindergarten experience sets the tone for learning.

The Kindergarten focuses on social skills such as getting along with others, listening, taking turns, and sharing. Fine and gross motor skills are practiced on a daily basis.

Early literacy is promoted through many alphabet letter and sound activities. The children listen to many stories and then through songs and rhymes begin to do their own reading. As their self confidence and cognitive skills increase, so do their reading skills. Concepts about print are stressed all year. As the children's reading and writing skills increase they are encouraged to use "inventive spelling." They write the letters they hear in a word. It is acceptable if they leave out a letter. Using inventive spelling, the children write stories, opinion books, informational books, and more.

Math is taught through a hands-on approach. Using lots of manipulatives the children learn to count, sort, estimate, and classify objects. They learn to subitize (recognize instantly a dot card of 1 - 6 dots). They practice adding and subtracting basic number facts to ten. Through the use of word problems and manipulatives we help the children think mathematically from a very young age. Problem solving skills are encouraged and help the children to organize and develop their thinking skills.

Age appropriate science and social studies units are studied throughout the year. These units are intertwined with art projects, field trips, songs, engineering, and other activities involving the unit being studied.

My hope is that my students leave my classroom confident and thirsting for more knowledge. I want them to be excited about learning and looking forward to their first grade experience.

1 Grade 1 - Erin Phillips

Each day begins with Morning Meeting. Morning Meeting is made up of four sequential parts. Each part provides opportunities for children to practice the skills of greeting, listening and responding, group problem solving, as well as noticing and anticipating the daily schedule.

At the beginning of the school year a reading assessment is used to create literacy groups. These groups are flexible and are changing to meet individual needs. The students work in small groups rotating through literacy centers such as; guided reading, listening to stories, retelling stories, buddy reading, independent reading, and word sorting. Phonics and spelling will be taught using the Foundations program. This program focuses on letter formation, phonological and phonemic awareness, vocabulary, reading fluency, comprehension, and writing composition.

Writing Workshop consists of a lesson, writing time, conferencing, and share. Students will write personal narratives, opinion pieces, and informational texts during Writing Workshop.

The standards based math program allows students to be engaged in whole group, small group, and individual work. The areas of study will include: Addition and Subtraction, Number and Operations, Measurement and Data, and Geometry. Also, time, money, and problem solving are taught.

During science we will study space systems, light and sound, as well as how organisms grow and develop. Students will go through the engineering design process in which they ask questions, imagine, plan, create, and improve a design.

The social studies curriculum focuses on the world around us. We will study differences between city and country, citizenship, the concept of present, past, and future, geography (mapping), and economics through dairy farming.

First grade students will continue to work with fifth grade students during the book buddy project. First and fifth grade students team up monthly to share stories with each other and participate in an activity together. This project assists older students in becoming positive role models and younger students to develop more early literacy skills.

2 Grade 2 - Carrie Toof



Second grade students are eager to learn and ask questions. In second grade, students will be given more responsibilities and independence, as they are getting older.

A daily community meeting is a time to practice social skills and build relationships. We practice academic skills, choose a greeting, and share news. The classroom is learning “community”. Students learn good citizen traits and responsibilities then practice being a good citizen in their classroom community throughout the year.

The language arts program connects reading, writing and spelling. Narratives, informational, and opinion are the genres of writing 2nd graders will publish during writers’ workshop. Students will use the writing process for each type of writing. Pieces will be written together as a whole class and later independent pieces will be produced during workshop time. Mini lessons, modeling, anchor texts, graphic organizers, sharing, and conferencing help in this transition. Paragraph structure will be taught and practiced through prompted writing.

Many genres of literature are studied and read in class. The year will be split between reading fiction and nonfiction books (including literature for science and social studies units). Reading workshop is structured around whole class mini lessons, guided reading groups, and independent reading. The F & P (Fountas and Pinnell benchmark assessment system) is given three times a year and is used to help determine the reading level that is most appropriate for each child. Readers’ theater presentations and weekly book buddies are ways to practice reading fluency.

Spelling emphasizes stretching words to hear letter sounds and syllables. Phonics and spelling will be taught using the Foundations program. Students will learn the six syllable types. The DSA (Developmental Spelling Assessment) will be given twice. This will show growth in specific word study areas.

Our math curriculum includes addition, subtraction, geometry, measurement, money, representing and interpreting data, making representations, fractions, and problem solving. Throughout the year there will be a focus on deepening student understanding of the base 10 number system and becoming more fluent. Problem solving is done throughout the year in each unit.

Science units of study are Plant Needs and Habits, Earth’s Changing Surface and, Matter. Students are able to conduct many hands-on experiments throughout the units. Social studies units are Our Town and Mapping, Good Citizenship, and How Schools Have Changed Over Time.

Physical education is taught twice each week. The children have library, computer lab, music, and guidance class once each week.

3 Grade 3 - Laura Sullivan



Third grade is a great transition year. The students learn to work more independently and also to work as considerate, productive members of cooperative groups or pairs. As the curriculum and materials become more complex, the students develop independent study skills and effective organizational strategies to help them gather, process, and communicate information.

In the third grade classroom students are surrounded by quality children’s literature which they read and have read to them. The literature provides models for children’s reading and a foundation for writing. As the children discover their own preferences and styles as readers and writers, they make satisfying choices for independent reading. Engaging authors and literature create interesting and curriculum connected starting points for additional lessons in language arts, social studies, science, and art.

Our language arts goals are vocabulary building, improved comprehension, fluidity of reading, and above all, love of reading. Dictionary skills, and effective paragraph and letter writing are important areas of study in third grade. We use these skills throughout our writing program. Third grade students also have an opportunity to practice language arts skills in a research/technology project about countries and cultures around the world!

In third grade, students continue to expand their understanding of previously taught mathematical concepts. In addition, the students study multiplication and division, fractions, and even some algebra. Students explore concepts with concrete manipulatives and work toward understanding abstract concepts through guided practice, independent practice, cooperative groups, writing, and problem solving activities.

Our third grade science includes understanding and using the engineering process when we study life cycles, interdependent relationships in nature, and forces and interactions. A very important underlying theme throughout the year is care and concern for our environment - this understanding is fostered through engineering projects.

Our third grade social studies lessons focus on comparing different cultures. We begin the year learning about the culture in the town of Franklin and discussing the resources that we have available to us. As the year goes on, we expand our lens as we explore world geography before researching different cultures around the world. This is a wonderful opportunity for students to learn about the world around them.

Students in third grade work cooperatively within the class, in groups, or in pairs, building an atmosphere of caring, sharing and learning from each other and supporting each other's strengths and weaknesses.

4 Grade 4 - Valerie Shepard



When these nine and ten year old students begin fourth grade they are curious, opened-minded, and seeking to please. This year tends to be transitional with tremendous growth. Fourth grade continues to further develop the areas of organization, being team members in a cooperative group, self-management, and seeing and thinking beyond the immediate answer or goal and study habits. Students are also very aware of peers and the feeling of belonging. When these young pupils exit this grade level they have become better managers of homework, organizational skills, and self-responsibilities. They understand how to be a working member of a cooperative team. Their critical thinking skills have expanded so they are more real-world thinkers. They have become more intrinsic in their thinking. This helps with time management, making better personal choices, awareness and pressures of peer groups, and striving to become more independent and life-long learners. These students act more mature and definitely look like preteens. Gender awareness becomes more of a reality to them.

Children at this age still need guidance, encouragement, and follow-through both at school and at home. It is important for these children to see a working partnership between school and home. It is extremely valuable for both parties to have good communication between one another for the success and welfare of the student.

Reading is literature-based using books and articles to explore various genres: fiction and non-fiction. Some areas of concentration are historical, science, fantasy, and realistic fiction, poetry, plays, myths, informational, and biographies. Concepts focused in math are higher levels of addition, subtraction, multiplication, and division. Work also includes increasing students' knowledge of geometry, measurement, fractions, and decimals. Social Studies covers various Vermont themes such as state and local government, citizenship, Vermont's past, present, and future, as well as its geography, land use, and economics. Science investigates the areas of Energy, Waves and their Application in Technologies for Information Transfer, From Molecules to Organisms: Structures and Processes, Earth's Place in the Universe, Earth's systems, Earth and Human Activity Inquiry and Engineering Design. Inquiry activities are important activities used across content areas where students learn to use more analytical thinking. They are expected to predict, conduct an investigation, organize and present data. They will also analyze data, change one variable, develop a new investigation and connect the outcomes to a situation in real life.

Engineering design is defining a simple problem and reflecting a need or want that includes specified criteria for success and constraints on materials, time or cost. Generate and compare multiple possible solutions to a problem, plan and carry out fair tests in which variables are controlled and failure points that can be improved.

This year students also have the opportunity to take instrument lessons and participate in the band. Students will work in various instructional settings within the classroom. Some instruction will be given as a whole group, or small groups, or independently. Students will also complete their practice or projects using one of these settings. It is important to practice being self-reliant, teaming with peers, and working with adults. Each setting presents working and people skills to learn. Some large projects that will involve practicing some of these skills will involve literacy, lab experiments, math, writing, and research.

Choices have become an important factor at this age level. Students need to feel validated and have a feeling of ownership. For this to happen, they need to give input with decisions made about classroom rules, discipline, and academic choices and anything that affects them personally. This is good practice for choices to be made later on in their school years.



Grade 5 and 6 Language Arts and Social Studies - Krista Birkheimer

Children entering grade 5 begin a transition process that takes two years as they prepare for middle-school-level academics and responsibilities. We begin in 5th grade with a review of responsibilities started in previous grades and build from there. The teacher-centered classroom quickly changes to a student-centered environment where students take equal responsibility for their education and behavior. Class work standards are defined, and students learn necessary life skills such as responsibility, cooperation, time-management, good study habits, and appropriate communication.

We model our 5/6 schedule after the middle-school day in an attempt to prepare students for the demand at that level. Our scheduling helps the students get used to different teachers' styles and expectations, as well as organizing for transitions on a daily basis. We help each individual student adjust as needed. We provide extra help using homework assignment sheets, individual conference time, peer conferencing, and small group instruction.

The Language Arts program in 5th and 6th grade is based on the Common Core State Standards. Students are taught many strategies using a variety of instructional methods. Our guided, strategic reading program is literature-based. Instruction is teacher-directed for part of the time, and then the students work individually and together on comprehension and vocabulary activities, literature circles (and other forms of book discussions), projects, and presentations. The developmental spelling program incorporates the instruction of spelling rules and patterns, syllable types, and prefixes/roots/suffixes, etc. English skills are also taught in a traditional lesson format that directly connects to the reading and writing program. Writing is taught using a workshop approach. We incorporate writing in every subject. Writing goes hand in hand with Reading, Spelling, grammar, and Social Studies each day.

Within the realm of Social Studies, the students explore and research concepts about our world, country, and state. The students learn how to read and comprehend nonfiction texts, while at the same time learning important Social Studies content. The students also learn to take on the perspectives of others through role-plays, read-aloud plays, debates, and other activities.

We incorporate art, music, and drama education into all areas as well. Furthermore, the students use a variety of technology to research, to create, to collaborate, and to publish their work. The students also begin to take on an important role with other members of our school and local community at this level. We promote literacy and communication skills through a Study Buddy program with first grade, helping with the primary-grade Reading, Writing, and Math programs, and presenting special talents to the local community. Fifth and sixth grade is a time when all students begin to realize the importance of positive communication and their roles within the classroom, school, home, and local community.

5/6



Grade 5 and 6 Math and Science - Christopher Messier

Math classes, for both fifth and sixth graders, will be filled with lessons and activities that are embedded with standards from the Common Core. Each class is designed to furthering students' conceptual understanding in math problem solving. The Mathematical Practices in the Common Core State Standards will always play a huge part in our everyday math class, as we work on solving problems of all kinds. These practices will be spoken about repeatedly and woven into every lesson.

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grade 5 Overview

*** Operations and Algebraic Thinking**

In this standard, students are learning how to write and interpret numerical expressions. Students are also working toward being able to analyze patterns and relationships.

*** Number and Operation in Base Ten**

Students are developing an understanding of our place value system with all three number forms (fractions, decimals, and percents). Another key aspect of this standard is performing operations with multi-digit whole numbers and with decimals to the hundredths place.

*** Number and Operations-Fractions**

Students will spend a good portion of math classes using equivalent fractions as a strategy to solve addition and subtraction problems involving fractions. Students will work toward developing fluency with both addition and subtraction of fractions. Also, students will begin to apply and extend their previous understandings of multiplication and division to multiply and divide fractions.

*** Measurement and Data**

Converting like measurement units within a given measurement system will be one part of this standard (e.g. converting, ounces to pounds, meters to centimeters, feet to yards, etc.).

Also important, will be, representing and interpreting many forms of data. Bar graphs, circle graphs, tables and line plots are just a few of the many forms data that will be presented. Students will be expected to solve problems using this data.

* **Geometry**

Students will be asked to graph points using a coordinate plane to solve real-world and mathematical problems. Students will also be expected to classify two-dimensional figures into categories based on their properties.

Grade 6 Overview

* **The Number System**

Students will apply and extend their previous understandings of multiplication and division to divide fractions by fractions. This standard asks students to multiply and divide multi-digit numbers and find common factors and multiples. Students will also be asked to apply and extend their previous understanding of numbers to the system of rational numbers.

* **Expressions and Equations**

Students will apply and extend their previous understanding of arithmetic to algebraic expressions. Students will need to reason about and solve one-variable equations and inequalities. Likewise, students will need to represent and analyze quantitative relationships between dependent and independent variables.

* **Ratios and Proportional Relationships**

Students will develop an understanding of ratio concepts and use ratio reasoning to solve problems.

* **Geometry**

Solving real-world and mathematical problems involving area, surface area, and volume is the core of this standard.

* **Statistics and Probability**

Students will develop an understanding of statistical variability. In doing so, they will be summarizing and describing distribution.

Grades 5/6 Science Overview

The following science units are designed to encourage students to think deeply about the world they live in.

Earth's Systems

In this unit, students will develop models to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. In addition, students will explore the amount and percentages of water on Earth. Lastly, students will obtain and combine information about ways individuals use science ideas to protect the Earth's resources and environment.

Matter and Energy in Organisms and Ecosystems

The goal for this unit is for students to describe how energy in animals' food was once energy from the sun. Students will also understand the movement of matter among plants, animals, decomposers, and the environment. All this learning will aid in students being able to write an argument that supports the idea that plants get the materials they need for growth chiefly from air and water.

Space Systems

Students will examine patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. Students will also conduct an experiment to investigate and find proof for the idea that the gravitational force exerted by the Earth on objects is directed down. The brightness of the sun compared to other stars will also be discussed.

Structures and Properties of Matter

Students will look closely at matter and model the small particles it is made of. Students will be making observations and measurements to identify materials based on their properties. Two big ideas students will take away from this unit are that even particles that can't be seen take up space and that matter cannot be created or destroyed.

Reading Recovery and Title I Reading- Brye Trainer



“Reading is the greatest single effort that the human mind undertakes, and one must do it as a child” - John Steinbeck. Reading is the cornerstone of education and becomes the foundation for building lifelong learners. Franklin Central School is committed to assuring this for all their students.

Reading Recovery is an early intervention program for first grade children who are in the beginning stages of learning to read and write. The intervention takes place before the confusion of failure occurs and helps students experience early success.

Reading Recovery is not a prescriptive program. Lesson plans are designed around teacher observation and assessment of what the child is already able to do in reading and writing. Students receive 1:1 daily instruction five times a week for approximately 30 minutes. They will have nightly homework and the completion of this homework will be a contributing determiner of successful accelerated progress. An average program will last from 12 to 20 weeks. Students are excited when they demonstrate an ability to self-monitor and self-correct their own reading and writing. Generally students leave the program with an improved self-esteem and a genuine love of reading.

Title I services are also available for students who demonstrate an academic need in Reading or Writing. Eligibility is determined by various assessment results and/or teacher recommendations. Depending on scheduling and academic needs, students are served with pull-out or in-class support. Intervention continues until students' needs have been met and their progress is consistent.

Title I and Reading Recovery have a common goal and that is to enable participating children to achieve the standards while gaining confidence and a love of reading.

Math Intervention - Heather Digby



A goal of the Math Intervention program at Franklin Central School is to help all students become efficient and confident in their math ability. We all think differently and I try to help build on a student's strengths in order to support them in areas that are more difficult. Math Intervention is a combination of individual and/or small group instruction as well as support on new concepts being learned in the classroom.

In determining the need for small group instruction, a variety of assessments are used including Math screeners from our local Assessment Plan, SNAP, ADD+Vantage, classroom assessments, and teacher recommendations. The amount of time spent in small group intervention can vary from 1 day a week for 30 minutes to several times a week. I continue to monitor progress and adjust the time needed for small group instruction accordingly.

Classroom support enables me to see how students are doing with learning new material. Sometimes these topics are incorporated into the small group instruction if necessary. The purpose is to try and address misconceptions immediately before students get too frustrated. Ultimately, I hope students will see how important their math skills will be in solving real world problems.

Physical Education - Doug Young



The Franklin Physical Education program is designed so that students will develop the basic locomotive skills involving movement and balance as well as spatial and body awareness. The specific skills involved in a variety of sports include throwing, catching, striking, kicking, jumping, and dribbling are taught at beginning levels and developed further in the upper grades. In the upper grades, as students become more able to combine several skills into more complex movements, the basic elements of a variety of sports are taught. The ultimate goal of the physical education program is to give each child the ability to attain and maintain a healthy level of fitness and to encourage choices that will lead to life long good health.

Music - Jennifer McConnell



General Music

General Music classes for Pre-K through 6th grade meet weekly at Franklin Central School. The standards-based curriculum, currently under revision, is designed to help students meet the National Core Music Standards. Students acquire important skills and knowledge such as: singing on pitch, playing instruments, reading notes and rhythms, using music vocabulary, listening to and analyzing music, genres/ styles of music, and music composition.

Much of this is accomplished through the curriculum of Dr. John M. Feierabend, Ph.D., who is a national leader in early childhood music education. The *First Steps in Music* program is used for Pre-K through Grade 1, while *Conversational Solfege* is the method used for Grades 2 – 6. “With the *Conversational Solfege* approach, music literacy starts with great literature (many folk songs and classical music) and an “ear-before-eye” philosophy that correlates with the National Standards. The ultimate goal is to create fully engaged, independent musicians who can hear, understand, read, write, compose, and improvise.”

Chorus

The Franklin Central School Chorus rehearses together twice a week for about 30 minutes. During the course of the year, chorus members learn approximately ten choral works, which include a wide variety of themes from classical pieces and African American spirituals to popular songs of today. This process involves learning to read notes and rhythms and developing the self-discipline needed to focus on one part while listening to another. Students also learn to sing with correct posture, breathing, and diction.

Through chorus, students develop the self-confidence to perform in concerts not only here in Franklin, but also to much larger audiences.

Band



The band experience for Franklin students usually begins in the fourth grade. At this time students are given the opportunity to learn to play a band instrument and participate in Band. Group lessons (approximately 25 minutes) are given weekly, in addition to one full band rehearsal. Experienced band members also receive weekly group lessons and have two rehearsals a week.

All band members develop a wide variety of learning skills and positive personal qualities through their band experience. They learn self-discipline (daily practice, attendance at lessons and rehearsals), eye-hand coordination and fine motor skills development, creative expression, teamwork, self-confidence, independent thinking and more.

Band members are also exposed to many different musical styles through a varied band music repertoire, which includes popular as well as classical music. The culmination of their band experience each year is their performance in two concerts (winter and spring). Our band serves the greater community by marching in the Franklin Memorial Day Parade and either the Maple Festival or Dairy Festival Parade. Band students in sixth grade may also be eligible to participate in the Middle School District Music Festival, held in the spring.

School Psychological Services - Giovanina Bucci



As a School Psychologist for the Franklin Northwest Supervisory Union, I provide a wide range of confidential psychological services. These services include psychological assessments, individual and small group counseling services to students, consulting with school staff and parents, and crisis intervention. I also participate on coordinated service teams and work closely with other service providers, including pediatricians, occupational therapists, physical therapists, speech-language pathologists, community-based psychologists, and child psychiatrists.

Guidance - Christine Muratore



The guidance program at Franklin Central School has two components: whole class instruction and thematic small group sessions. The content of the whole class instruction is shaped by the Vermont Framework of Standards and by state mandates for instruction around topics like social skills and anger management. The small group sessions are intended to address the needs of smaller numbers of students around topics like death, divorce, making friends, and problem solving, etc.

Small groups designed around special topics will meet weekly up to 30 minutes. Students will be selected to meet in these groups by referral from teachers, parents, the students themselves, or from the guidance counselor. The purpose of these groups is to resolve issues impacting on their lives like divorce, bereavement, family or school pressures, making friends, and conflict resolution.

During classroom workshops there will be social skills building activities. These will be presented to all grade levels on a weekly basis for 20 to 40 minute sessions. The topics covered are from the major areas of social development: friendship, communication, anger management/conflict resolution, decision-making, peer group pressure, safety and harassment issues, community awareness, career identity, time-management, and study skills. Presentations will include information giving and sharing, role-playing, puppetry, posters, skits and songs, speakers, and videos.

Special Education - Jessica Babinski & Cheryl Ostrander



As K-6 Consulting Teachers here at Franklin Central School, we are responsible for fulfilling several roles. To begin with, we facilitate the special education evaluation process to identify students with disabilities as defined within the *Vermont Special Education Regulations*. We then work with related services and FCS teachers to develop individualized learning goals and provide direct instruction to students on our caseloads. We consult regularly with the classroom teachers, Speech/Language Pathologist, Occupational and Physical Therapist, pediatricians, School Psychologist, Agency of Education (AOE), paraeducators, and other outside agencies/specialists to provide Free Appropriate Public Education (FAPE) for students with disabilities.

Our role includes these additional responsibilities. We coordinate paraeducator trainings regarding specific disabilities, individual needs, accommodations, behavior management, and adaptive equipment. We also sit on the Educational Support Team (EST) to provide recommendations for students who may be experiencing learning challenges. We participate in the kindergarten screenings as well, to observe students' fine and gross motor skills, play skills, social involvement, and to answer any questions parents might have about Special Education services at FCS.

Finally, parents who suspect that their child may have a disability should meet with their child's teacher to discuss concerns and consider a referral to the EST.