

# **SHELTON SCHOOL**



## **CURRICULUM OVERVIEW CHART** **Grades Early Childhood – Primary**

### **LOWER SCHOOL**

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**15720 HILLCREST ROAD**  
**DALLAS, TX 75248**  
**VERSION: 2013-2014 SCHOOL YEAR**

June Shelton School  
Curriculum Overview Chart  
**EARLY CHILDHOOD**

2013-2014

PRACTICAL LIFE – EARLY CHILDHOOD	PRE-READING – EARLY CHILDHOOD	MATHEMATICS – EARLY CHILDHOOD	SOCIAL SCIENCES – EARLY CHILDHOOD	SCIENCE – EARLY CHILDHOOD
<p><b>PREREQUISITE FOR ACADEMICS</b></p> <p><b>Practical Life Activities &amp; Vocabulary</b> Development of order Development of concentration Development of coordination Development of independence Fine Motor development Control of movement Pincer grasp Development of small muscles Gross Motor Development Elementary movements Control of movement Development of large muscles Care of self Care of environment Inside Outside Grace and Courtesy</p>	<p><b>PREREQUISITE FOR PRE-READING Practical Life Activities and Vocabulary Sensorial Activities and Vocabulary PRE-READING</b></p> <p><b>Rhyming</b> <b>Visual Symbol Recognition</b> Lower Case/Capitals <b>Sound/Symbol Correspondence</b> Identification of sounds / Blending <b>Word Building</b> Beginning reading Beginning spelling <b>PRE-WRITING</b> Practical Life/Sensorial Exercises Hand Exercises Beginning Strokes Cutting Metal Insets Tracing Sandpaper Letters <b>MONTESSORI / SEQUENTIAL ENGLISH EDUCATION (SEE)</b> Phonemes CVC words/Sight words Writing letters/words Memory <b>MONTESSORI / ASSOCIATION METHOD</b> Phonemes &amp; Drop Drills VC/CV cross drills Words Writing Words Memory <b>ORAL READING COMPREHENSION</b> <b>AUTHOR OF THE MONTH</b></p>	<p><b>PREREQUISITE - SENSORIAL CURRICULUM</b> Same/Different Categories Discrimination of Size/Shape Sequencing Relationship of Size Greater/Less than Concept Patterns Conservation</p> <p><b>INTRODUCTION TO MATHEMATICS</b></p> <p><b>NUMERATION/COUNTING</b> Quantity to numeral Writing Numerals Sandpaper Numerals/writing Concept of Zero; odd/even Linear 1-100 Skip 10's, 5's, 2's Patterns in counting/ Before/After Number line 1 – 10</p> <p><b>PLACE VALUE/DECIMAL SYSTEM</b> Introduction: ones, tens, hundreds, thousands</p> <p><b>OPERATIONS/ ADDITION/SUBTRACTION</b> Introduction to concept/static Oral story problems Graphs - simple</p>	<p><b>ORAL LANGUAGE DEVELOPMENT:</b>  Body/Family/Clothing/House/Community/Geography/Time Vocabulary &amp; Descriptive Stories (Oral Language Books)</p> <p><b>HISTORY:</b></p> <p><b>Time</b> Before/after Today, Yesterday, Tomorrow Day/Night Morning/afternoon/evening Hour Seasons Days of Week Months of Year Linear Calendar</p> <p><b>Time Lines</b> Personal time line Growth of an adult Growth of a child</p> <p><b>GEOGRAPHY:</b></p>	<p><b>ORAL LANGUAGE DEVELOPMENT</b> Animals/Plants/Food Vocabulary &amp; Descriptive Stories (Oral Language Books)</p> <p><b>BIOLOGICAL – LIFE</b> Living/Non-Living Plants/Animals <b>Animals</b> Names Habitats Babies Parts Tracks <b>Plants</b> Names Parts <b>Plants, Animals</b> Five Kingdoms Vertebrate/Invertebrate <b>Planets - The Solar System</b> <b>GEOLOGICAL- EARTH Elements</b> Land Air Water <b>Land (5) and Water (5) Forms</b> <b>ENERGY/PHYSICAL</b> <b>Physical</b> Sensorial Discrimination - all senses Float/Sink Magnetic/Non-Magnetic <b>States of Matter</b> Solids/Liquids/Gases <b>Light/Sound/Heat</b> <b>Nutrition</b> <b>Metric measurement</b> <b>OUTDOOR LEARNING ENVIRONMENT</b> <b>Measurement, Painting, Playhouse, Outdoor Easels, Hammering, Rock Scrubbing, Gardening Etc.</b></p>
<p><b>SENSORIAL – EARLY CHILDHOOD</b></p>	<p><b>ENGLISH – EARLY CHILDHOOD</b></p>	<p><b>MEASUREMENT</b> Customary - inches to foot Liquid – cup, gallon Weight – pound</p>	<p><b>Globes</b> Sandpaper Globe (Land/Water) Continent Globe</p>	<p><b>Land (5) and Water (5) Forms</b></p>
<p><b>PREREQUISITE FOR ACADEMICS</b></p> <p><b>Sensorial Activities &amp; Vocabulary</b> Development of order Clarify and classify environment Development of thinking from concrete to abstract Develop perception of spatial relationships, similarities and differences To make child aware of his senses and their use Visual sense, auditory sense, tactile sense, olfactory sense, gustatory sense, baric sense, thermic sense, stereognostic sense, chromatic sense Preparation for reading Preparation for mathematics</p>	<p><b>LISTENING SKILLS</b> Discrimination of rhythm Discrimination basic sounds Discrimination human sounds Discrimination speech sounds Auditory Discrimination/Memory Directions (1 and 2 part)</p> <p><b>ORAL LANGUAGE DEVELOPMENT</b> <b>Shelf Activities</b> Body/Family/Clothing/House/Animals/Plants/Foods/Community/Geography/Time <b>Oral Language Books/Cards</b> <b>PRE-COMPOSITION</b> Listening and sequencing of stories &amp; poems Class stories</p>	<p><b>JUNIOR GEOMETRY</b> Basic shapes: circle, square, oval, triangle, rectangle, diamond (rhombus), parallelograms, trapezoids, polygons Basic solids</p> <p><b>PROBLEM SOLVING - INTRODUCTION</b></p>	<p><b>Continents - all</b> Planisphere Map Continent boxes Continent picture books Animals of the continent Cultures <b>Citizen of the World</b></p> <p><b>ARTIST OF THE MONTH</b></p>	<p><b>Physical</b> Sensorial Discrimination - all senses Float/Sink Magnetic/Non-Magnetic <b>States of Matter</b> Solids/Liquids/Gases <b>Light/Sound/Heat</b> <b>Nutrition</b> <b>Metric measurement</b> <b>OUTDOOR LEARNING ENVIRONMENT</b> <b>Measurement, Painting, Playhouse, Outdoor Easels, Hammering, Rock Scrubbing, Gardening Etc.</b></p>

**RESEARCH, PROBLEM SOLVING AND STUDY SKILLS – Taught across the Curriculum** (Order/organization/sequence of work/work ribbon and/or contracts)

This chart outlines The Shelton Lower School curriculum by grade for the student who was enrolled in Lower School and has proceeded through the Shelton curriculum at the average progress rate.

June Shelton School  
Curriculum Overview Chart  
**EARLY CHILDHOOD**

2013-2014

MUSIC – EARLY CHILDHOOD	PHYSICAL EDUCATION - EARLY CHILDHOOD	LIBRARY - EARLY CHILDHOOD	ART - EARLY CHILDHOOD	DRAMA - EARLY CHILDHOOD
<p><b>SINGING</b> <b>GAMES</b> <b>MOVEMENT</b> <b>FOLK DANCING – SIMPLE STEPS AND FORMATIONS</b> <b>MUSICAL INSTRUMENTS</b> Basic Percussion Melodic Percussion <b>MUSIC HISTORY</b> Diverse Music Periods</p>	<p><b>KINESTHETIC AWARENESS</b> Locomotor skills Non-manipulative skills Manipulative skills Spatial awareness Effort</p> <p><b>LOW ORGANIZED GAMES</b> Individual &amp; partner activities Small group activities Large group activities</p>	<p><b>ORIENTATION</b> LMC (Library Media Center) location Introduce LMC rules</p> <p><b>LITERATURE APPRECIATION</b> Theme-related storytimes</p> <p><b>LIBRARY SKILLS</b> Vocabulary</p>	<p><b>ORIENTATION TO CLASSROOM</b> Classroom behavior Safety Organization of materials</p> <p><b>INTRODUCE ELEMENTS OF DESIGN</b> Line Shape Form Texture Value Color Space</p> <p><b>ART TECHNIQUES</b> Drawing Painting - Watercolor/Tempera Crayons Play Dough Markers Beading</p> <p><b>ART APPRECIATION/HISTORY</b> Introduction to Master Artists through books and pictures</p> <p><b>FOCUS</b> Discovery of creativity Self-expression Skill development Aesthetic awareness Patterning</p>	<p><b>SENSORY AWARENESS/ RECALL</b> Identify five senses and purpose Describe sensory details Auditory and visual mirroring</p> <p><b>IMAGERY</b> Focus on holding an image Recall images</p> <p><b>CREATIVE MOVEMENT</b> Body awareness Vocabulary of movement Non-verbal communication</p> <p><b>STORY DRAMA</b> Imitating/Improvising Dialogue Emotional Awareness/Recall Use of simple props, costumes and set pieces</p> <p><b>LANGUAGE/VOICE/SPEECH</b> Create character voices Communicate meaning with vocal emotion</p> <p><b>PUPPETRY</b> Introduction to puppet types Puppet manipulation with voice</p> <p><b>SEMI-FORMAL THEATER / PRODUCTION</b> Integrate drama elements necessary for communication to an audience</p>
<p><b>SOCIAL VALUES - CHOICES</b></p>		<p><b>TECHNOLOGY</b></p>		
<p><b>SKILLS FOR SUCCESS</b> Communication Decision Making Problem Solving</p> <p><b>RESPONSIBILITY</b> Responsibility at School Why we go Behaviors for Success (Appropriate) Daydreaming (Inappropriate) Bullying (Inappropriate) Showing Off (Inappropriate) Dishonesty (Inappropriate) Responsibility at Home Taking Care of Yourself Taking Care of People &amp; Possessions, Habits</p> <p><b>SELF-DISCIPLINE</b> Courage, Respect, Integrity Perseverance, Truth, Attitude</p> <p><b>SELF-CONTROL</b> Prudence Communicating Feelings Assertiveness, Handling Stress Consideration of Others Compassion, Tolerance</p> <p><b>PEACE EDUCATION</b> <b>EMOTIONAL LITERACY</b></p>	<p><b>RHYTHMS AND DANCE</b> Rhythmic basic movement Rhythmic routines</p> <p><b>PHYSICAL FITNESS</b> Cardiovascular fitness Flexibility Strength training Lifetime activities/fitness</p> <p><b>INTELLECTUAL/COGNITIVE</b> Awareness Correlation Application Assessment</p> <p><b>SOCIAL/EMOTIONAL</b> Leadership Teamwork Body awareness</p> <p><b>ADAPTED PHYSICAL EDUCATION</b> Kinesthetic awareness Physical Fitness</p>	<p><b>COMPUTER FAMILIARITY</b> Parts of computer Using the mouse/trackpad Keyboard familiarity Network login Using Internet Word processing (basic heading and text format)</p> <p><b>CURRICULUM INTEGRATION</b> Students in EC-2<sup>nd</sup> gain familiarity with computer use through work cycle and teacher directed computer activities. Students in 3<sup>rd</sup>/4<sup>th</sup> develop computer usage skills through work cycle activities specifically while using software designed to enrich language arts and math.</p>		

**RESEARCH, PROBLEM SOLVING AND STUDY SKILLS – Taught across the Curriculum** (Order/organization/sequence of work/work ribbon and/or contracts)

This chart outlines The Shelton Lower School curriculum by grade for the student who was enrolled in Lower School and has proceeded through the Shelton curriculum at the average progress rate.

June Shelton School  
Curriculum Overview Chart  
**PRE-PRIMARY**

2013-2014

PRE-READING - PRE-PRIMARY	ENGLISH - PRE-PRIMARY	MATHEMATICS - PRE-PRIMARY	SOCIAL SCIENCES - PRE-PRIMARY	SCIENCE - PRE-PRIMARY
<p><b>PRE-REQUISITE*</b> Practical Life Activities &amp; Vocabulary Sensorial Activities &amp; Vocabulary <i>*See Early Childhood Pre-requisites – Add Language and Extensions as needed</i></p> <p><b>PRE-READING</b> <b>Visual Symbol Recognition</b> Lower Case- print/cursive Capitals – print/cursive</p> <p><b>Sound/Symbol Correspondence</b> Identification of sounds Blending</p> <p><b>Word Building</b> Beginning reading Beginning spelling</p> <p><b>READING THERAPY PROGRAMS</b> <b>DECODE/SPELL/WRITE</b> <i>SEE</i> - Book I Introduction CVC words Sight words Writing words/sentences <i>Association</i> – Unit I Phonemes and Drop Drills VC/CV cross drills</p> <p><b>ORAL READING PRACTICE</b> Linguistic readers Class Stories/ Experience stories Comprehension skills Following directions Facts Sequence Main idea Working with sound Inference</p> <p><b>COMPREHENSION</b> Name, category, function, features</p>	<p><b>LISTENING SKILLS</b> Discrimination basic sounds Discrimination human sounds Discrimination speech sounds Auditory Discrimination/Memory Directions (1, 2, 3 part)</p> <p><b>ORAL LANGUAGE DEVELOPMENT</b> <b>Shelf Activities</b> <b>Oral Language Books</b> <b>Vocabulary Cards</b></p> <p><b>PRE-WRITING/WRITING</b> Practical Life/Sensorial Exercises Hand Exercises Cutting Metal Insets Tracing Sandpaper Letters Writing Letters - SEE Program</p> <p><b>PRE-COMPOSITION</b> Listening to stories/poems Class stories Writing sentences</p> <p><b>GRAMMAR</b> Parts of Speech – oral and with manipulatives Nouns &amp; Verbs</p> <p><b>SPELLING</b> Movable alphabet Sequential English Education</p>	<p><b>PREREQUISITE</b> <b>SENSORIAL CURRICULUM</b> - continued <b>MATHEMATICS</b> <b>NUMERATION/COUNTING</b> Recognition to 4 digits Counting Sandpaper Numerals &amp; number writing Odd / Even Less than / Greater than / Equal to Greatest / Least, introduction Linear 1-100 Skip 10's, 5's, 2's Patterns Before/After Number line 1 – 20 <b>DECIMAL SYSTEM/OPERATIONS</b> With Manipulatives Addition: to 4 digits (paper/pencil) - static Subtraction: 4 digits (paper/pencil) - Static <b>MEMORIZATION (INFORMAL)</b> <b>ORAL STORY PROBLEMS +, -</b> <b>FRACTIONS</b> – 1 whole, 1/2, 1/3, 1/4 <b>GRAPHS</b> - simple <b>MONEY</b> Introduction to penny, nickel, dime, quarter, money value <b>TIME</b> Hour, 1/2 hour <b>MEASUREMENT</b> Customary - inches to feet, feet to yards Liquids – gallons, cups Weight – pounds, ounces <b>JUNIOR GEOMETRY</b> Basic shapes - labels, bases, expanded language – circle, square, triangle, rectangle, diamond (rhombus), trapezoid, parallelogram Basic solids <b>PROBLEM SOLVING</b></p>	<p><b>ORAL LANGUAGE DEVELOPMENT:</b>  Body/Family/Clothing/House/Community/Geography/Time Vocabulary &amp; Descriptive Stories (Oral Language Books)</p> <p><b>HISTORY:</b>  <b>Time</b> Before/after Today, Yesterday, Tomorrow Day / Night AM-PM Morning/afternoon/evening Time to Hour Seasons Days of Week Months of year Linear Calendar</p> <p><b>Time lines</b> Personal time line Timeline of Life</p> <p><b>GEOGRAPHY:</b>  <b>Globes</b> Sandpaper Globe (Land/Water) Continent Globe</p> <p><b>Continents - all</b> Continent Map World Cultures Map Study Continent Boxes Animals of the Continents</p>	<p><b>ORAL LANGUAGE DEVELOPMENT</b> Animals/Plants/Food Vocabulary &amp; Descriptive Stories (Oral Language Books) <b>BIOLOGICAL – LIFE</b> Living/Non Living Plants/Animals Vertebrates/Invertebrates <b>Animals</b> Review Habitats/Babies/Parts/ Tracks Skeletal structures Endangered Species Life Cycle <b>Plants</b> Names (Trees, Flowers, Leaves) Parts Growing Cycles Study of Leaves <b>GEOLOGICAL- EARTH</b> <b>Planets-The Solar System</b> <b>The Planet Earth</b> Earth's Layers Rocks; Minerals Land (5) /Water (5) Forms Oceans/Shells Weather <b>ENERGY/PHYSICAL</b> Sensorial Discrimination - all senses Float/Sink Magnetic/Non-Magnetic <b>Matter</b> Solids/Liquids/Gases Light/Sound/Heat</p>

**RESEARCH, PROBLEM SOLVING AND STUDY SKILLS – Taught across the Curriculum** (Order/organization/sequence of work/work ribbon and/or contracts)

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June Shelton School  
Curriculum Overview Chart  
**PRE-PRIMARY**

2013-2014

SOCIAL VALUES - CHOICES	PHYSICAL EDUCATION- PRE-PRIMARY	LIBRARY - PRE-PRIMARY	ART - PRE-PRIMARY	DRAMA - PRE-PRIMARY
<p><b>SKILLS FOR SUCCESS</b> Communication Decision Making Problem Solving</p> <p><b>RESPONSIBILITY</b> Responsibility at School Why we go Behaviors for Success (Appropriate) Daydreaming (Inappropriate) Bullying (Inappropriate) Showing Off (Inappropriate) Dishonesty (Inappropriate) Responsibility at Home Taking Care of Yourself Taking Care of People &amp; Possessions, Habits</p> <p><b>SELF-DISCIPLINE</b> Courage, Respect, Integrity Perseverance, Truth, Attitude</p> <p><b>SELF-CONTROL</b> Prudence Communicating Feelings Assertiveness, Handling Stress Consideration of Others Compassion, Tolerance</p> <p><b>PEACE EDUCATION</b></p> <p><b>EMOTIONAL LITERACY</b></p>	<p><b>KINESTHETIC AWARENESS</b> Locomotor skills Non-manipulative skills Manipulative skills Spatial awareness Effort</p> <p><b>LOW ORGANIZED GAMES</b> Individual &amp; partner activities Small group activities Large group activities</p> <p><b>RHYTHMS AND DANCE</b> Rhythmic basic movement Rhythmic routines</p> <p><b>PHYSICAL FITNESS</b> Cardiovascular fitness Flexibility Strength training Lifetime activities/fitness</p> <p><b>INTELLECTUAL/COGNITIVE</b> Awareness Correlation Application Assessment</p> <p><b>SOCIAL/EMOTIONAL</b> Leadership Teamwork Body awareness</p> <p><b>ADAPTED PHYSICAL EDUCATION</b> Kinesthetic awareness Physical Fitness</p>	<p><b>ORIENTATION</b> LMC (Library Media Center) location Introduce LMC rules</p> <p><b>CIRCULATION</b> Introduce circulation procedures Introduce book care rules</p> <p><b>LITERATURE APPRECIATION</b> Easy &amp; Easy Readers Theme-related story times Genres</p> <p><b>LIBRARY SKILLS</b> Vocabulary Introduce parts of book (Title Page)</p>	<p><b>ORIENTATION TO CLASSROOM</b> Classroom behavior Safety Organization of materials</p> <p><b>ELEMENTS OF DESIGN</b> Line Shape Form Texture Color Space</p> <p><b>PRINCIPLES OF DESIGN</b> Pattern Contrast Balance</p> <p><b>ART TECHNIQUES</b> Drawing Painting - Watercolor/Tempera Oil Pastels Markers Beading Colored Pencils</p> <p><b>ART APPRECIATION/HISTORY</b> Introduction to Master Artists – Kandinsky, Klee, O’Keefe, Van Gogh, Picasso</p> <p><b>FOCUS</b> Discovery of creativity</p> <p><b>SELF EXPRESSION</b></p> <p><b>SKILL DEVELOPMENT</b></p> <p><b>AESTHETIC AWARENESS</b></p> <p><b>HISTORICAL APPRECIATION</b></p>	<p><b>SENSORY AWARENESS/RECALL</b> Identify five senses and purpose Describe sensory details Auditory and visual mirroring</p> <p><b>IMAGERY</b> Focus on holding an image Recall images</p> <p><b>CREATIVE MOVEMENT</b> Body awareness Vocabulary of movement Non-verbal communication</p> <p><b>STORY DRAMA</b> Imitating/Improvising Dialogue Emotional Awareness/Recall Use of simple props, costumes, and set pieces</p> <p><b>LANGUAGE/VOICE/SPEECH</b> Create character voices Communicate meaning with vocal emotion</p> <p><b>PUPPETRY</b> Introduction to puppet types Puppet manipulation with voice</p> <p><b>SEMI-FORMAL THEATER/PRODUCTION</b> Integrate drama elements necessary for communication to an audience</p>
<b>MUSIC – PRE-PRIMARY</b>		<b>TECHNOLOGY</b>		
<p><b>SINGING</b></p> <p><b>GAMES</b></p> <p><b>MOVEMENT</b></p> <p><b>FOLK DANCING – SIMPLE STEPS AND FORMATIONS</b></p> <p><b>MUSICAL INSTRUMENTS</b> Basic Percussion Melodic Percussion</p> <p><b>MUSIC HISTORY</b> Diverse Music Periods</p>		<p><b>COMPUTER FAMILIARITY</b> Parts of computer Using the mouse/trackpad Keyboard familiarity Network login Using Internet Word processing (basic heading and text format)</p> <p><b>CURRICULUM INTEGRATION</b> Students in EC-2<sup>nd</sup> gain familiarity with computer use through work cycle and teacher directed computer activities. Students in 3<sup>rd</sup>/4<sup>th</sup> develop computer usage skills through work cycle activities specifically while using software designed to enrich language arts and math.</p>		

**RESEARCH, PROBLEM SOLVING AND STUDY SKILLS – Taught across the Curriculum** (Order/organization/sequence of work/work ribbon and/or contracts)

This chart outlines The Shelton Lower School curriculum by grade for the student who was enrolled in Lower School and has proceeded through the Shelton curriculum at the average progress rate.

June Shelton School  
Curriculum Overview Chart  
**PRIMARY**

2013-2014

READING –PRIMARY	ENGLISH - PRIMARY	MATHEMATICS -PRIMARY	SOCIAL SCIENCES -PRIMARY	SCIENCE - PRIMARY
<p><b>PRE-REQUISITE*</b> Practical Life Activities &amp; Vocabulary Sensorial Activities &amp; Vocabulary <i>*See Early Childhood Pre-requisites – Add Language and Extensions as needed</i></p> <p><b>LANGUAGE THERAPY PROGRAMS</b> <i>Sequential English Education:</i> Books I Int./Adv., II Beginning, II Int./Adv. <i>Alphabetic Phonics :</i> Beginning Level <i>Association Method:</i> Units I, II</p> <p><b>Concepts taught in Reading Therapy:</b> Phonology/Auditory Discrimination Symbol-sound correspondence Syllables Morphology Syntax Semantics Fluency Handwriting (cursive) Alphabetizing/Dictionary Skills</p> <p><b>COMPREHENSION</b> Listening Vocabulary building Contextual meaning Following directions Recalling facts Sequence Main Idea Drawing conclusions Predicting outcomes Inference</p> <p><b>ORAL READING FOR DECODING ACCURACY PRACTICE</b> Linguistic readers Basal readers</p>	<p><b>LISTENING SKILLS</b> Following directions Comprehension</p> <p><b>ORAL LANGUAGE DEVELOPMENT</b></p> <p><b>COMPOSITION</b> <b>Introduction of Sentences</b> Sequencing of ideas for writing Sentence Formation Sentence Expanding (including compound sentences) Distinction between complete/ incomplete sentences Subject/predicate Introduce paragraph (title/mechanics) Beginning proofing (teacher assisted) Research</p> <p><b>Punctuation/Capitalization</b> (period, question mark, exclamation point) Comma (city/state, date, words in a series)</p> <p><b>Beginning stories</b> <b>Book Reports (oral)</b> <b>Writing Friendly Letters</b> Opening/closing</p> <p><b>GRAMMAR</b> <b>Parts of Speech</b> – all - with manipulatives (Montessori) Writing and coding</p> <p><b>SPELLING</b> Oral and Written</p> <p><b>WORD STUDY</b> Rhyming Contractions Antonyms Compound words Synonyms/Homonyms/Homophones Idioms Abbreviations <b>Dictionary Skills</b> Pre-dictionary and dictionary skills Alphabetizing by 1st – 3rd letter Use of dictionary - looking up words Use of guide words</p>	<p><b>NUMERATION/COUNTING</b> Recognition/read to 4 digits Odd / Even # to quantity/5 digit numerals Number line 1 - 1000 Linear/Skip 10's, 5's, 2's - bead chains 1-10- Rote all with manipulatives (oral/written) &gt;/&lt; Than to 10,000 (paper/pencil) <b>BEFORE/AFTER</b> to 10,000 (paper/pencil) <b>DECIMAL SYSTEM/OPERATIONS</b> Recognize, read and write +/- With/without manipulatives 2, 3, 4 digitswith/without regrouping <b>+/- FACT MEMORIZATION</b> Missing Addends <b>PROBLEM SOLVING</b> Introduction to Story Problems Word problems +/- with key words <b>MULTIPLICATION</b> manipulatives/written <b>INTRODUCTION TO DIVISION</b> manipulatives/written <b>FRACTIONS</b> Equivalents 1, 1/2, 1/4, 1/3 Writing fractions + like fractions (manipulatives) <b>GRAPHS</b> Picture, line, bar, pie <b>MONEY</b> Equivalents/Making change to \$1.00 Problem solving <b>TIME</b> Hour, 1/2 hour, 5 minute intervals, 1/4 hour, minute Before/after <b>MEASUREMENT</b> <b>Customary</b> Linear: 1/4", 1/2", 1", feet, yards Volume – Liquid/Dry – Tsps., cups, pts., gallons Weight – pounds, ounces <b>Metric</b>-Introduction – mm, cm, meter <b>GEOMETRY</b> Review all basic shapes and solids Types of triangles, quadrilaterals, curvilinears, quatrefoils Points, lines, angles Perimeter / Area Reinforce with sensorial material (geometric cabinet &amp; constructive triangles</p>	<p><b>ORAL LANGUAGE DEVELOPMENT:</b> Body/Family/Clothing/House/Community/Geography/Time Vocabulary &amp; Descriptive Stories (Oral Language Books)</p> <p><b>HISTORY:</b> <b>Time – Cont. from PP</b> Days, Months, Calendars, Clocks <b>Timelines:</b> Timeline of Life Growth of a Child Growth to Adult <b>Research</b></p> <p><b>GEOGRAPHY:</b> Weather Biomes Arctic Forests Plains Deserts Mountains Oceans Research <b>Globes</b> Sandpaper &amp; Continent Land and Water Forms Globe Study Hemispheres Cardinal Directions <b>Continents</b> Map Study Planispheres Individual Continents Culture People Animals Customs Language Holidays</p>	<p><b>ORAL LANGUAGE DEVELOPMENT</b> Animals/Plants/Food Vocabulary &amp; Descriptive Stories (Oral Language Books) <b>BIOLOGICAL - LIFE</b> <b>Living/Non-Living</b> <b>Plant/Animal</b> <b>Five Kingdoms</b> <b>Animals</b> Vertebrates/Invertebrates Vertebrates Mammal, fish, bird, reptile, amphibians Classification of Vertebrates Habitats, Babies, Parts Skeletal Structure Life Cycle (Frog) Invertebrates Porifera, Cnidaria, Platyhelminthes, Nematoda, Annelida, Arthropoda, Mollusca, Echinodermata <b>Plants</b> Parts - Trees, Flowers, Leaves, Plant, Fruit, Seeds Growing Cycle <b>GEOLOGICAL- EARTH</b> <b>Planets - The Solar System</b> Constellations Planets <b>The Planet Earth</b> Elements of Land, Air, &amp; Water Atmosphere, Lithosphere, Hydrosphere Rocks and Minerals Fossils, Earthquakes, Volcanoes Land (5+) &amp; Water (5+) Forms <b>ENERGY/PHYSICAL</b> <b>Sensorial Discrimination (review all senses)</b> <b>Magnetic Fields</b> <b>Study of Matter</b> Solids, Liquids, Gases</p>

**RESEARCH, PROBLEM SOLVING AND STUDY SKILLS – Taught across the Curriculum** (Order/organization/sequence of work/work ribbon and/or contracts)

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Curriculum Overview Chart  
**PRIMARY**

2013-2014

SOCIAL VALUES – CHOICES	PHYSICAL EDUCATION - PRIMARY	LIBRARY - PRIMARY	ART - PRIMARY	DRAMA - PRIMARY
<p><b>SKILLS FOR SUCCESS</b> Communication Decision Making Problem Solving</p> <p><b>RESPONSIBILITY</b> Responsibility at School Why we go Behaviors for Success (Appropriate) Daydreaming (Inappropriate) Bullying (Inappropriate) Showing Off (Inappropriate) Dishonesty (Inappropriate) Responsibility at Home Taking Care of Yourself Taking Care of People &amp; Possessions, Habits</p> <p><b>SELF-DISCIPLINE</b> Courage, Respect, Integrity Perseverance, Truth, Attitude</p> <p><b>SELF-CONTROL</b> Prudence Communicating Feelings Assertiveness, Handling Stress Consideration of Others Compassion, Tolerance</p> <p><b>PEACE EDUCATION</b></p> <p><b>EMOTIONAL LITERACY</b></p>	<p><b>KINESTHETIC AWARENESS</b> Locomotor skills Non-manipulative skills Manipulative skills Spatial awareness Effort</p> <p><b>LOW ORGANIZED GAMES</b> Individual &amp; partner activities Small group activities Large group activities</p> <p><b>RHYTHMS AND DANCE</b> Rhythmic basic movement Rhythmic routines</p> <p><b>PHYSICAL FITNESS</b> Cardiovascular fitness Flexibility Strength training Lifetime activities/fitness</p> <p><b>INTELLECTUAL/COGNITIVE</b> Awareness Correlation Application Assessment</p>	<p><b>ORIENTATION</b> LMC (Library Media Center) location Introduce LMC rules</p> <p><b>CIRCULATION</b> Review circulation procedures Review book care rules</p> <p><b>LITERATURE APPRECIATION</b> Fiction; non-fiction; multi-cultural literature Theme-related storyline Genres Award-winning books</p> <p><b>LIBRARY SKILLS</b> Vocabulary Fiction Organization of Collection Fiction vs. Non-Fiction Parts of book Title Page/Table of Contents/ Index Introduction Dictionary/Encyclopedia/Atlas</p>	<p><b>ORIENTATION TO CLASSROOM</b> Classroom behavior Safety Organization of materials</p> <p><b>ELEMENTS OF DESIGN</b> Line, Shape, Form, Texture, Color, Space</p> <p><b>PRINCIPLES OF DESIGN</b> Pattern, Contrast, Balance, Movement</p> <p><b>ART TECHNIQUES</b> Drawing Painting – watercolor, tempera Oil Pastels Chalk Pastels Colored Pencils Art Appreciation/history Intro to Master Artists</p> <p><b>FOCUS</b> Self-expression Skill development Aesthetic awareness and historical appreciation</p>	<p><b>SENSORY AWARENESS/RECALL</b> Identify five senses and purpose Describe sensory details Auditory and visual mirroring</p> <p><b>IMAGERY</b> Focus on holding an image Recall images</p> <p><b>LANGUAGE/VOICE/SPEECH</b> Gibberish—random sounds to convey meaning Create character voices Communicate meaning with vocal intensity, pitch, volume &amp; speed Communicate meaning with vocal emotions</p> <p><b>CHARACTERIZATION</b> Introduce main elements of characterization Create a character</p> <p><b>PATOMIME</b> Non-verbal communication Technique</p> <p><b>IMPROVISATION</b> Create a scene with improvised dialogue</p>
	<p><b>SOCIAL/EMOTIONAL</b> Leadership Teamwork Body awareness</p> <p><b>ADAPTED PHYSICAL EDUCATION</b> Kinesthetic awareness Physical Fitness</p>	<p><b>TECHNOLOGY</b></p> <p><b>COMPUTER FAMILIARITY</b> Parts of computer Using the mouse/trackpad Keyboard familiarity Network login Using Internet Word processing (basic heading and text format)</p> <p><b>CURRICULUM INTEGRATION</b> Students in EC-2<sup>nd</sup> gain familiarity with computer use through work cycle and teacher directed computer activities. Students in 3<sup>rd</sup>/4<sup>th</sup> develop computer usage skills through work cycle activities specifically while using software designed to enrich language arts and math.</p>	<p><b>MUSIC - PRIMARY</b></p> <p><b>SINGING</b></p> <p><b>FOLK DANCE</b></p> <p><b>GAMES- MORE COMPLEX NOTATION</b> Hybrid Notation Pentatonic Scale</p> <p><b>MUSICAL INSTRUMENTS</b> Basic Percussion Melodic Percussion Ukulele Recorder</p> <p><b>MUSIC HISTORY</b> Diverse Music Periods</p>	<p><b>STORY DRAMA</b> Imitating/Improvising Dialogue Emotional Awareness/Recall Plot structure Use of simple props, costumes, and set pieces</p> <p><b>SEMI-FORMAL THEATER/PRODUCTION</b> Integrate drama elements necessary for communication to an audience Voice projection Stage presence/Blocking</p> <p><b>PUPPETRY</b> Manipulation Construction</p> <p><b>DISCIPLINE</b> Respect – “give and take” onstage</p>

**RESEARCH, PROBLEM SOLVING AND STUDY SKILLS – Taught across the Curriculum** (Order/organization/sequence of work/work ribbon and/or contracts)

This chart outlines The Shelton Lower School curriculum by grade for the student who was enrolled in Lower School and has proceeded through the Shelton curriculum at the average progress rate.