

# **POND**

# **Program Guide**



# **2019-2020 School Year**

**Wingra School • 718 Gilmore Street • Madison, WI 53711 • 608.238.2525 • [www.wingraschool.org](http://www.wingraschool.org)**

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## Welcome to 2019-2020 in the Pond!



At Wingra School, "Pond" is the term used to describe the two classrooms (Rooms 101 and 103) comprised of mostly seven, eight, and nine year olds. Students at Wingra begin in the Nest, and then travel to the Pond, the Lake, and then upstairs to the Sky. Wingra is the Ho-Chunk word for "duck," so we use these names for our classroom levels to signify the progression of our children through their Wingra experience.

Students from the two Pond classrooms are together much of the time, both for learning and social activities. The Pond classrooms share the same morning breaks, math times, read-alouds, and unit studies. Depending on the activity, students may work in either classroom. Our goal is for students to feel a part of the whole Pond community.

Each classroom also develops its own character and community. We begin and end most days in our home-base classrooms and include some separate traditions in order to foster a sense of classroom belonging. We also meet together for some whole Pond meetings. Pond teachers work with all the students of the Pond, striving to form individual connections and relationships with every Pond student and family. All Pond teachers contribute to observations and assessments of students and are available to discuss individual student development. They can be reached at [teachers\\_pond@wingraschool.org](mailto:teachers_pond@wingraschool.org)

The multi-age Pond classrooms allow students to experience a continuum of growth with increasing independence. Throughout their multi-year placement, students have ample opportunities to set and meet goals, seek challenges and use their growing confidence to deepen their friendships and relationships. Students, families and teachers benefit greatly from the increased knowledge and insights gained through a longer shared experience with each other. Read more about each Pond teacher below:



### **Did you know...**

Angela's favorite color is purple, she loves hiking, and she has an old, fat cat?

Tresi's favorite color is green, she loves Ireland, and she tells "Tresi stories" about her 6 siblings?

### **Angela Baker**

[angela@wingraschool.org](mailto:angela@wingraschool.org)

*B.S., Elementary Education, Minor in English, UW-Eau Claire*

Angela was drawn to Wingra's sense of community and love of learning. She joined Wingra School in 2003 as a substitute teacher and was thrilled to discover that her personal philosophy of education was realized in the progressive education values at Wingra. Angela became part of the full-time teaching staff in 2004 and considers Wingra her educational home. Here, Angela works with children in a place where authentic relationships are formed and nurtured, learning is hands-on, everyone's voice is necessary, and childhood is respected.

Angela also does private tutoring through her business, Assisting Discovery, and is an IMSLEC-approved tutor of the Orton-Gillingham approach to reading.

### **Tresi Smyth**

[tresi@wingraschool.org](mailto:tresi@wingraschool.org)

*Post-Baccalaureate - Teacher Education, Edgewood College*

*B.A., Political Science and Psychology, UW-La Crosse*

Tresi has been working in progressive schools for more than twenty-five years, happily teaching and learning among amazing contingents of children, colleagues, and families. Tresi first arrived at Wingra as a student teacher in 1991, and since that time she has worked with children of all different ages, and served as part of Wingra's leadership team. Tresi has also taught at a progressive independent school in Minnesota, and acted as a consultant for a progressive public charter school in Wisconsin. Tresi recently worked with an Earth Partnership project at the UW Arboretum and as part of a cohort in the Greater Madison Writing Project.

## Features of Progressive Education at Wingra School

### **Progressive Educators**

Wingra educators are highly knowledgeable about child development and work to address the trends and challenges of modern childhood. They co-create developmentally appropriate curriculum with their teaching team and students, bringing their own creativity, insight, and love of learning into the classroom. Our teachers have a clear understanding of the progressive philosophy of the school and a strong commitment to it. Staff members collaborate and engage democratically to make decisions about most aspects of our program. Their dedication, expertise, and teamwork are what make progressive teaching practices possible at Wingra.

### **Developmentally-Appropriate Child-Centered Practice**

Our practice is grounded in an understanding of how children grow, develop, and learn. We include active and interactive learning experiences, varied instructional strategies, a balance between teacher-directed and child-initiated activities, integrated curriculum, and learning centers. Students are children and it is important to allow ample time for laughter, play, discussion, quiet time, and snacks. Learning is not a race timed by age or a competition or defined by a finite skill set. Children learn on a continuum; they move from easier to more difficult concepts and from simple to more complex strategies at their own pace. Teachers help students understand how they learn and their own areas of strength, challenge, and opportunity. Students are taught to exercise their voice in their own learning process and to make choices, set goals, keep track of their progress, and reflect on their growth and learning.

### **Integrated Thematic Curriculum**

Teachers create integrated curriculum based on thematic units of study. Content is introduced and extended through diverse, open-ended learning experiences designed to challenge students at different levels. As a group of learners becomes immersed in this shared inquiry, there are opportunities for individuals to pursue particular areas of interest.

### **Multi-Age Classrooms**

We see tremendous value in a range of learners working together. Teachers create curriculum based on their knowledge of child development and on the actual students in their classrooms. The stronger the relationship between teacher and child, the more engaging and differentiated the program can be. Students benefit from the cycle of being “youngsters” one year and “olders” the next as they are gaining familiarity, are known deeply, and have the opportunity to lead and learn from each other. School-wide, children ages 5 to 14 interact in many ways. We deliberately create opportunities for students of all ages to learn with and from each other.

### **Outdoor Learning**

Spending time outside is good for the health and growth of students’ bodies and minds. We notice the cultivation and the release of energy when we go outside with students and we take special care in carving out time to be outside for a variety of activities including play, nature-based science education, field trips, neighborhood walks, and other classroom and school activities. Each level integrates time outdoors and environmental stewardship into their curriculum in unique ways, and we dedicate one day each year to spending the entire day outside as a whole school.

## **Service Learning**

Engaging in service learning gives students the opportunity to connect to people, places, and issues within our school, neighborhood, city, and world. Our students become actively engaged citizens and stewards while having a genuine impact. Service learning projects have a compelling sense of purpose that resonates strongly with educators, students, and partners.

## **Community Focused**

School and classroom communities are carefully nurtured through attention to relationships and routines that promote feelings of safety and belonging. People at Wingra know each other and are known well. We teach students to be compassionate, supportive, and inclusive through an intentional social curriculum.

## **Authentic Assessment**

The purpose of assessment is to give each learner and their educators and family an authentic picture of the child's present level of understanding and growth, so that learning strategies can be devised and modified as needed. Working together, the student, family and educators identify learning goals and evaluate the student's success in reaching those goals. Each student's development is assessed by means of regular observation, documentation, reflection, dialogue, and conferences. We do not use tests or letter grades, preferring to describe students as learners broadly and deeply in narrative form and through work sampling in a growth portfolio.

## **Parent Involvement**

Parents are seen as important partners in student learning. A continuous exchange of information is critical to keeping parents informed and involved. Partnerships are enhanced and solidified due to the time spent together on behalf of the child, recognizing and supporting shared goals. Opportunities exist for parents to be involved in many aspects of the school and program.

## **For the Public Good**

As an independent school we have the autonomy to design and implement the kind of program we know is best for children. Wingra's founders' original intent was not to create a new school but to demonstrate to the Madison school district a more child-centered, multi-age approach in the hopes that they would implement it within the public schools. To this day, we strive to connect with other educators, education leaders, and schools to inquire, visit, and gather information about each other's programs to learn and grow together.

## Child Development, Care, and Learning

### Overarching goals for children's development at this stage

- ✓ Learning more skills for socializing at school and in the wider world
- ✓ Gaining a sense of competence and confidence at school, with themselves, and with peers
- ✓ Developing greater physical strength, skill, and capacity for self-awareness and self-control

### Developmental Ranges

#### Physical

- ✓ Increasing coordination, control, agility, and focused energy
- ✓ Growing strength in big and small muscles
- ✓ Coordinating hand and eye movements
- ✓ Experiencing clumsiness or some nervous habits
- ✓ Accomplishing physical tasks more quickly, accurately, and independently
- ✓ Improving fine motor control and stamina
- ✓ Practicing new physical skills over and over for mastery
- ✓ Playing and being active for longer periods without fatigue

#### Social and Emotional

- ✓ Interacting more with peers
- ✓ Preferring more same-gender friendships
- ✓ Engaging in comparison and/or competition
- ✓ Identifying self through peers
- ✓ Forming stronger group identities
- ✓ Reacting strongly to teachers and parents
- ✓ Craving more responsibility and independence
- ✓ Withdrawing to build internal sense of self
- ✓ Focusing on self with concern about reactions of others
- ✓ Developing and testing beliefs and values
- ✓ Experiencing a wider variety of feelings

#### Cognitive and Intellectual

- ✓ Growing capacity for thinking and reasoning
- ✓ Applying personal knowledge and experience to situations
- ✓ Determining whether things make sense and looking for the reasons behind things
- ✓ Talking at a more adult level and expanding communicative abilities
- ✓ Taking interest in specific topics or collections
- ✓ Understanding cause and effect and making more in-depth connections
- ✓ Planning and thinking ahead
- ✓ Thinking logically to solve more complex problems and understand more complex ideas
- ✓ Working harder and taking time on tasks with an increasing attention span
- ✓ Increasing sophistication of literacy and numeracy skills and strategies
- ✓ Showing eagerness to learn and enjoyment of a challenge

#### Possible Setbacks or Obstacles to Developmental Growth:

- ✓ Overdependence on parents or other adults for age-appropriate tasks
- ✓ Limited friendships or opportunities for socialization
- ✓ Inadequate outlets for physical expression and active, embodied learning
- ✓ Too much adult intervention during periods of disequilibrium or "growing pains"
- ✓ Not recalling that experiencing strong emotions can be an opportunity for learning perspective-taking and coping strategies
- ✓ Unpredictable routines and insufficient sleep and nutrition for a growing child

Source Sites: Gesell Institute, Center for Parenting Education, Pearson, Hunter College

### Pond Daily Schedule 2019-2020

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
8:30	Arrival/Greetings	Arrival/Greetings	Arrival/Greetings	Arrival/Greetings	Arrival/Greetings	
8:45	<b>Outdoor Monday</b> Wellness with <b>Weslie</b> Including: Pond Morning Meeting Outdoor Education and Morning Break	Communications Music with <b>Aviv</b> Tech with <b>Miranda</b>	Communications Art with <b>Jenny</b>	Communications Wellness with <b>Weslie</b>	Individual Project Work Library with <b>Angie</b> Spanish (TBD)	
9:00		Pond Morning Mtg. with <b>Aviv/Miranda</b>	Pond Morning Meeting with <b>Jenny</b>	Morning Meeting with <b>Weslie</b>	Morning Meeting with <b>Angie</b>	
9:15						
9:30		Morning Break	Morning Break	Morning Break	Morning Break	
9:45		Communications Music with <b>Aviv</b> Tech with <b>Miranda</b>	Communications Art with <b>Jenny</b>	Communications	Communications Library with <b>Angie</b>	
10:00						
10:15						
10:30		<b>Community Circle</b>				
10:45		Recess and Lunch	Recess and Lunch (Lunch in the Library)	Recess and Lunch	Recess and Lunch	
11:00						
11:15						
11:30						
11:45	Read Aloud and Quiet Time	Read Aloud and Quiet Time	Read Aloud and Quiet Time	Read Aloud and Quiet Time		
12:00						
12:15	Nest/Pond/Lake Studio Closing Group Goodbye!	Investigations	Investigations	Investigations	<b>Learning Partners</b>	
12:30					Read Aloud	
12:45					Staff Meeting 2:15-4:00	Unit Project Work
1:00	Closing Group	Closing Group	Closing Group	Closing Group		
1:15	Goodbye!	Goodbye!	Goodbye!	Goodbye!		
1:30						
1:45						
2:00	Goodbye!	Goodbye!	Goodbye!	Goodbye!		
2:15						
2:30	Goodbye!	Goodbye!	Goodbye!	Goodbye!		
2:45						
3:00	Goodbye!	Goodbye!	Goodbye!	Goodbye!		
3:15						

Tresi away Tuesday morning; Angela away Wednesday morning

### Glossary of Terms

**Arrival/Greetings:** The school day begins at 8:45. Students arrive between 8:30 and 8:45 and start the day by reading and responding to the morning message. They do some morning “usuals” like greeting someone and filling up their water bottle. Next, they review the “communications menu” and get involved in a project.

**Project Work:** One of the best ways to construct knowledge or understanding is often through the construction of something shareable or multidimensional, even though the project development process is often where the learning occurs. Project Work typically encompasses a combination of individual work and unit work (described below).

**Individual Work:** Ponders keep their own ongoing “Work In Progress” in a drawer (their “W.I.P.” drawer), so that they can change or complete anything that needs attention before putting their work in the “Turn in Bin.” Each individual piece of work cycles through a type of *circular conversation* between teachers and students in order to enhance the learning opportunity and personalize the experience. Ponders build the habit of “checking their WIPs” every day. This is also a time when Ponders might work toward individual student goals.

**Unit Work:** All subject areas are integrated into unit work, with special emphasis on social studies and science. During these explorations, a shared topic or unit of study is pursued in the Pond. This may consist of flexible whole group, small group, partner, or independent investigations into the topic through questions, projects, research, strategic games, creative ventures, special guests, or field trips. Unit topics are also frequently discussed at morning meetings or through select read-aloud or other media materials.

**Morning Meeting:** Students gather for the morning meeting and do a greeting. Then they review the daily schedule, the morning message, the calendar, the number of days of school using money, and other activities. Later in the year, we also introduce the plan sheet. This is used to give the children an overview of the week as well as an opportunity to plan their independent work and their choice times.

**Snack:** Snack is available to all students throughout the morning. Active bodies and minds need their energy supply replenished! **WE ARE A NUT-FREE SCHOOL FOR SNACK, which includes peanuts AND tree nuts.** Thank you for providing community snack, for helping to set it up at arrival time, and for washing the dishes afterwards.

**Morning Break:** At the beginning of the year the Pond gets together for “community games,” where we teach games or do community building activities. For most of the year, Ponders can enjoy a morning break in which they choose the activity that they would like to do. The time for this is typically 30 minutes, and is usually held outdoors. Occasionally, we may also take a short break in the afternoon.

**Investigations:** We have regular time designated specifically for math each week, although math skills are integrated throughout every day. Math is learned in whole group, small group, and individual settings. We use problem-centered curricula entitled **Investigations** and **CGI** (Cognitively Guided Instruction) as well as manipulative-based math and other curricula to support a wide variety of mathematical investigations and development.

**Communications:** During regular Communications times in the Pond, you will typically find students and teachers engaged in various literacy activities which involve *reading, writing, speaking, and listening* in meaningful ways. Ponders might be listening to read-aloud books, reading independently, to each other, or in groups; writing stories, poems, or other creative assignments; participating in partner work or class discussions, and engaging in word exploration and study of spelling patterns. There are individual reading and writing conferences with students, as well as brief reading and writing mini lessons during this time. This is also when most of our all-school teachers are in residence.

**Outdoor Monday:** This is a time on Monday for outdoor education (nature-based science education), place-based education, integrated learning, and field trips. Children dress for the weather and pack up necessary supplies and snack for the adventure. We eat snack and sometimes lunch out in the field. Children learn to be comfortable in their natural environment through exploration, observation and physical challenges. We spend a large portion of most Mondays outside. We will usually be off campus, walking to our destination. Favorite places include the Glen, the Arboretum, and the woods off of the bike path.

**Community Circle/All School Games:** All students and staff gather as a whole school to build a sense of community by celebrating together, solving problems, playing games, singing, sharing learning, and practicing leadership and public speaking. This is one of the many ways that we recognize and honor our all-school community.

**Recess:** The entire school has recess together on the front lawn (lower playground) or the back playground structure (upper playground) from 11:45 to 12:20 (first bell) or 12:25 (second bell). The timing of the bells is usually moved up slightly in winter to accommodate for winter gear. Recess is typically on the front lawn on Tuesdays and Thursdays and on the back playground Mondays, Wednesdays, and Fridays. This schedule may change as weather and other circumstances warrant.

**Lunch:** Ponders eat lunch upstairs in the lunchroom unless lunch is held outside for the school. About one Wednesday per month the Pond can eat lunch in the Library. Every now and then Ponders will take their lunches along on Outdoor Monday and eat outside together.

**Read Aloud:** The Pond usually shares the same read aloud choice and similar read aloud times throughout the day. The class listens to and discusses a chapter book or picture book. Being read to is a very important part of literacy.

**Quiet Time:** A time for children and adults to quiet their minds, refresh their mental energy and be ready for the afternoon activities. It is a time to independently read, write, draw, work, or rest. Teachers may also meet children for one-on-one reading conferences during quiet time.

**Nest/Pond/Lake Studio:** An opportunity for the Nest, Pond, and Lake students to spend time together a few Mondays a month and choose a 30-minute self-directed project to work on in Art, Tech, Music, or Library, or a group game to play in Wellness.

**Learning Partners:** On Friday afternoon, younger children and older children throughout the school are paired up for reading and other activities. Children in the Pond may be meeting with a younger student in the Nest or an older student in the Lake or Sky. These partnerships remain the same for the school year.

**Friday Rotations:** On Friday afternoon, a variety of community activities occur. During **Follies**, the entire school gathers in the lunchroom to share music, projects, and performances. During Wingra Service Learning (**WSL**), Ponders spend time in meaningful service learning in the Wingra or greater Madison community. Other rotations can include In-Room Choice (**IRC**), when students choose from activities offered in each room or in the Pond as a whole and All-School Outdoor Choice (**ASOC**), when students move around the school and school grounds to select from a wide range of activities offered by staff.

**Closing Group:** This is a time at the end of the day to complete classroom jobs, review our day, enjoy community activities, and say "goodbye" to each other. It is also a time for reminders and occasional handouts. On Fridays there are usually a multitude of handouts for the children, so they each have a "Take Home Folder" to bring the notes home. They bring their folders back on Monday and put the papers where they belong. At times throughout the year there may be other things that need to go home during the week and the Take Home Folder is used to help get these things home safely as well.

**Field Trips:** We leave the building on field trips as part of unit studies, for research, or for appreciation of the arts. We take the city bus when possible, but sometimes we will need some parent drivers for other field trips. We will note those needs in our Friday newsletters. Occasionally, we take the city bus to the public library to select independent reading materials and/or work on research projects.

**All-School Teachers:** Our all-school teachers are taking up **residency in the Pond** again this year. Learning opportunities will take place in the Pond classrooms as well as other rooms in the building.

- Pond students enjoy **Art** on Wednesdays with **Jenny** Bosben. At times she will also take groups upstairs to the art room, Room 203.
- **Angie** Sparks spends Friday mornings working with Ponders on **literacy** and other projects in the Pond or in the Library. In addition, Ponders can visit the Wingra School Library to check out books. Once per month, Ponders can attend **Lunch in the Library**.
- **Technology (Tech)** is taught by **Miranda** Waldman both in the Pond and in the Tech Lab (Room 201). Ponders learn to use iPads, chromebooks, and other pieces of technology during their time with her on Tuesday mornings.
- Ponders spend time with **Aviv** Kammay, the **Music** teacher, on Tuesday mornings in the music room (Room 106) or in the Pond.
- **Spanish:** Coming soon!
- **Weslie** Cymerman teaches **Wellness** and joins Ponders for Outdoor Monday as well as time on Thursday mornings. Weslie's office is located in the Physical Education and Activity Center (PEAC).
- **Clara** Temnitz is our **Extended Day** teacher. Our Extended Day Program is planned and taught in tune with Wingra's progressive philosophy. The program is developed to satisfy the needs of the whole child and is well-balanced with organized choices, free play, clubs, field trips, snack, and group time.

### Being Outdoors as a Ponder

Wingra School is committed to teaching the whole child. We work hard to help your child grow and develop intellectually, emotionally, socially, and physically. One way we do this is by learning through purposeful play and exploration. Another way that Wingra School is committed to doing this is by offering outdoor morning break and outdoor recess every day. In the Pond, we play outside for 60 minutes each day.

Our goals for outdoor time are many, and include a combination of unstructured free play, nature-based science education, place-based education, integrated learning, and field trips. **On Outdoor Monday, we spend a large portion of most Mondays outside in order to meet these goals.** We also make an effort to be outdoors during other days of the week, such as using our outdoor classroom for some meetings, read aloud, or other activities.

There are many benefits to being outdoors. Please see the links and resources below to find other schools and districts that are doing this, some benefits of outdoor education, and other resources you may find interesting.

#### Websites and Articles:

- **Salon: Outdoor Learning: Education's Next Revolution? (2014)**  
[http://www.salon.com/2014/02/16/outdoor\\_learning\\_educations\\_next\\_revolution/](http://www.salon.com/2014/02/16/outdoor_learning_educations_next_revolution/)
- **Children and Nature Network: Send Children Outside: Nature is the Best Training Ground for STEM Careers (2015)**  
<https://www.childrenandnature.org/2015/08/27/send-children-outside-nature-is-the-best-training-ground-for-stem-careers/>
- **Mind Shift: Why Kids Need to Move, Touch, and Experience to Learn**  
<https://www.kqed.org/mindshift/39684/why-kids-need-to-move-touch-and-experience-to-learn>
- **Natural Learning Initiative: Benefits of Connecting Children with Nature**  
[https://naturalearning.org/wp-content/uploads/2017/09/Benefits-of-Connecting-Children-with-Nature\\_InfoSheet.pdf](https://naturalearning.org/wp-content/uploads/2017/09/Benefits-of-Connecting-Children-with-Nature_InfoSheet.pdf)

#### Books:

- **Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder** by Richard Louv (2005)
- **To Look Closely: Science and Literacy in the Natural World** by Laurie Rubin (2013)

#### Videos and Podcasts:

- **School's Out: Lessons From a Forest Kindergarten** (<http://www.schoolsoutfilm.com>)
- **nprED: Out of the Classroom and into the Woods**  
<http://www.npr.org/sections/ed/2015/05/26/407762253/out-of-the-classroom-and-into-the-woods>

### **Cognitively Guided Instruction**

**Cognitively Guided Instruction** (CGI) is one component of our math curriculum. It is an approach developed at UW-Madison. Teachers listen and observe how children solve problems and build on the knowledge they already have. Children are encouraged to solve problems in different ways that make sense to them and to share their strategies with one another. This leads to greater understanding and flexibility in thinking. They are also asked to record their strategies. The process of solving the problem is as important as the answer itself.

Teachers carefully choose problems types and numbers to facilitate the mathematical growth of each child. The story problems that we write are based on a read-aloud or are related to our thematic unit, which provides a meaningful context for the students. The chart on the following page shows different types of problems used in the classroom. The problem types generally become more difficult to solve moving down and across the chart.

### **Common Progression of Problem Solving**

#### **Direct Modeling**

Children act out the problem using manipulatives such as cubes, paper and pencil, fingers, or Base 10 blocks.

#### **Counting Up or Down**

When using a counting strategy, children “keep” one number from the problem in their head and count up or down to reach the solution. A number line or number chart is often used as a transitional tool from direct modeling.

#### **Number Facts**

Children use number facts throughout the different stages of problem solving. They build on facts they already know (doubles, sums to ten, skip counting, etc.) and use them to learn new facts.

#### **Invented Strategies**

When children have a thorough understanding of the place value system, they begin to use invented strategies. One common strategy is to add the tens together, then the ones, and then combine them for the solution.

**\*\*It is important to note that children will move among different groups and use different strategies depending on the type of problem and/or the size of the numbers used.**

## CGI Problem Types

<p><b>Join</b></p>	<p><b><u>Result Unknown</u></b>            Connie had 5 marbles. Jim gave her 8 more marbles. How many marbles does Connie have now?  <math>5+8=\square</math></p>	<p><b><u>Change Unknown</u></b>            Connie had 5 marbles. How many more marbles does she need to win to have 13 marbles all together?  <math>5+\square=13</math></p>	<p><b><u>Start Unknown</u></b>            Connie had some marbles. Jim gave her 5 more marbles. Now she has 13 marbles. How many marbles did Connie start with?  <math>\square+5=13</math></p>
<p><b>Separate</b></p>	<p><b><u>Result Unknown</u></b>            Connie had 13 marbles. She gave 5 marbles to Jim. How many marbles does she have now?  <math>13-5=\square</math></p>	<p><b><u>Change Unknown</u></b>            Connie had 13 marbles. She gave some marbles to Jim. Now she has 5 marbles. How many did she give to Jim?  <math>13-\square=5</math></p>	<p><b><u>Start Unknown</u></b>            Connie had some marbles. She gave 5 to Jim. Now she has 8 marbles left. How many marbles did Connie have to start with?  <math>\square-5=8</math></p>
<p><b>Part-Part Whole</b></p>	<p><b><u>Whole Unknown</u></b>            Connie has 5 red marbles and 8 blue marbles. How many marbles does she have altogether?  <math>5+8=\square</math></p>		<p><b><u>Part Unknown</u></b>            Connie has 13 marbles. Five are red and the rest are blue. How many blue marbles does Connie have?  <math>13-5=\square</math> or <math>5+\square=13</math></p>
<p><b>Compare</b></p>	<p><b><u>Difference Unknown</u></b>            Connie has 13 marbles. Jim has 5 marbles. How many more marbles does Connie have than Jim?  <math>13-5=\square</math> or <math>5+\square=13</math></p>	<p><b><u>Compare Quantity Unknown</u></b>            Jim has 5 marbles. Connie has 8 more than Jim. How many marbles does Connie have?  <math>5+8=\square</math></p>	<p><b><u>Referent Set Unknown</u></b>            Connie has 13 marbles. She has 5 more marbles than Jim. How many marbles does Jim have?  <math>13-5=\square</math> or <math>5+\square=13</math></p>
<p><b>Multiplication and Division</b></p>	<p><b><u>Multiplication</u></b>            Connie has 5 bags of cookies. There are three cookies in each bag. How many cookies does Connie have?  <math>5\times 3=\square</math></p>	<p><b><u>Measurement Division</u></b>            Connie has 15 cookies. She puts 3 cookies into each bag. How many bags can she fill?  <math>15\div 3=\square</math></p>	<p><b><u>Partitive Division</u></b>            Connie has 15 cookies. She put the cookies into 5 bags with the same number of cookies in each bag. How many cookies are in each bag?  <math>15\div 5=\square</math></p>

## Components of a Balanced Literacy Program

*Adapted from documents by the Tucson School District and Algonquin Lakeshore District*

**Reading Aloud:** Teacher reads a selection aloud to children.

- ✓ Promotes a love of reading, stimulates the imagination, and helps children develop an ear for the vocabulary and structures of language in print
  - ✓ Allows the teacher to introduce new reading strategies and to demonstrate them by thinking aloud
  - ✓ Provides a model of fluent reading
  - ✓ Develops a sense of story/text
  - ✓ Develops vocabulary
  - ✓ Encourages prediction
  - ✓ Builds a community of readers
  - ✓ Develops active listening
- 

**Shared Reading:** Teacher and children read a text together, or children read a text together.

- ✓ Allows the teacher to model reading strategies
  - ✓ Provides children with essential demonstrations of how reading works and what readers do to construct meaning
  - ✓ Teaches children strategies for decoding unknown words and constructing meaning from text
  - ✓ Demonstrates awareness of text
  - ✓ Develops a sense of story or content
  - ✓ Promotes reading strategies
  - ✓ Develops fluency and phrasing
  - ✓ Increases comprehension
  - ✓ Allows children to see themselves as readers
  - ✓ Provides children with a safe, non-threatening environment in which to practice new and familiar reading strategies
  - ✓ Encourages politeness and respect while reading with a partner
- 

**Guided Reading:** Teacher introduces a selection at child's instructional level.

- ✓ Promotes reading strategies and offers children the opportunity to practice their reading skills
  - ✓ Increases comprehension
  - ✓ Encourages independent reading
  - ✓ Consolidates or extends child's understanding of a text
  - ✓ Expands children's belief in own ability as a reader
- 

**Independent Reading:** Children read independently.

- ✓ Encourages strategic reading
- ✓ Allows children to choose texts that interest them

- ✓ Increases comprehension
  - ✓ Supports writing development
  - ✓ Extends experiences with a variety of written texts
  - ✓ Promotes reading for enjoyment and information
  - ✓ Develops fluency by reading just-right books
  - ✓ Fosters self-confidence by reading familiar and new text
  - ✓ Provides opportunities to use mistakes as learning opportunities
- 

**Modeled/Shared Writing:** Teacher and children collaborate to write text; teacher acts as the scribe.

- ✓ Develops writing strategies
  - ✓ Supports reading development
  - ✓ Provides models for a variety of writing styles
  - ✓ Models the connection among and between sounds, letters, and words
  - ✓ Produces text that children can read independently
  - ✓ Necessitates communicating in a clear and specific manner
- 

**Guided Writing:** Teacher introduces specific crafts or conventions at child's instructional level.

- ✓ Discusses aspects of writing
  - ✓ Encourages use of specific conventions
  - ✓ Increases understanding of story elements
  - ✓ Demonstrates fluency in handwriting and encoding of ideas
- 

**Interactive Writing:** Teacher and children compose together using a "shared pen" technique in which children do some of the writing.

- ✓ Provides opportunities to plan and construct texts
  - ✓ Increases spelling knowledge
  - ✓ Produces written language resources in the classroom
  - ✓ Creates opportunities to apply what has been learned
- 

**Independent Writing:** Students write independently.

- ✓ Strengthens text sequence
  - ✓ Develops understanding of multiple uses of writing
  - ✓ Supports reading development
  - ✓ Develops writing strategies
  - ✓ Develops active independence
-

### **Social Curriculum**

At Wingra, the term “social curriculum” has regularly been used to describe the socialization and social development that are a fundamental part of the school's healthy learning environment. The social curriculum can also refer to the overarching context within which all learning opportunities take place at school, and the Pond team places a strong emphasis on this aspect of the curriculum. Rather than being a hidden, unattended, separate, or unacknowledged part of school, the students, staff and families of the Pond actively participate in creating, maintaining and sharing a lively social setting. The real relationships found in the Pond's community provide the warmth, safety, and delight that make learning, risk-taking, and problem-solving possible within the academic curriculum. The social curriculum and the academic curriculum are two realms that inform and balance each other. In fact, they comprise two halves of a whole that is learning at Wingra, embedded and intertwined in the daily life of the Pond classrooms.

One of the resources that helps to shape Wingra's approach to the social curriculum is the important work done by the *Responsive Classroom* <https://www.responsiveclassroom.org/> in Massachusetts. The *Responsive Classroom* premise is that the social curriculum is as important as the academic curriculum because children learn best through social interaction. Wingra incorporates different features of the *Responsive Classroom* approach, including Morning Meeting, positive teacher language, guided discoveries, and a caring approach to classroom management, which ultimately encourages self-discipline.

Here in the Pond, teachers and students work and play closely together every day. There are multiple opportunities to foster academic and social competencies simultaneously, through building self-awareness, gaining social awareness, developing relationship skills, and exercising responsible decision-making on an ongoing basis.

Ponders work on identifying their rights, voicing their opinions, learning about the opinions and perspectives of others, and understanding why everyone's voice is important. Ponders also work on noticing and naming their feelings, expressing themselves in respectful ways, and learning strategies for regulating their emotions. Together we work on creating a safe space and a culture of acceptance in which everyone is known. Ponders learn about ways to stand up for themselves and others, and practice seeing things from different points of view. This often leads to social justice discussions, and ideas for how we can make our community and the world a better place. These are some of the individual personal skills and shared community values that provide the foundation for deep contextual learning and rich connected relationships in the Pond classrooms today and in the future lives of the Pond students.

### Ways To Support Your Child In The Pond

*To support your child overall as a **Ponder at Wingra School:***

- ✓ Help your child get plenty of sleep (CDC recommends at least ten hours each night) and a nourishing breakfast.
- ✓ Encourage your child's observations, curiosity, and wonderings.
- ✓ Allow your child to make choices and learn from mistakes.
- ✓ Look at the "End-of-Week" newsletter together.
- ✓ Communicate your questions, concerns and thoughts with teachers.
- ✓ Highlight the positive growth in your child!

*To support your child as a **community member:***

- ✓ Find positive qualities in your child's friendships and encourage new relationships.
- ✓ Invite new and familiar friends over to your house.
- ✓ Talk with your child about the benefits of conflict and how to self-advocate in respectful ways.
- ✓ Recognize the importance of individuals contributing to and benefiting from the larger community.
- ✓ Communicate with your child's teachers about changes at home and anything new your child reports happening at school.

*To support your child as a **reader and a writer:***

- ✓ Provide time and space for you and your child to read and write daily.
- ✓ Read to your child on a regular basis.
- ✓ Take your child to the library. Show that reading isn't just for children.
- ✓ Help your child write stories and make books together.
- ✓ Approach writing as a regular activity: write grocery lists, write letters to others, and journal.

*To support your child as a **mathematician and scientist:***

- ✓ Practice counting by twos, threes, fives, tens, etc., counting on (17, 18, 19...) and counting back (24, 23, 22...), and making estimations.
- ✓ Practice addition, subtraction, and repeated addition (multiplication) facts.
- ✓ Explore math concepts with your family naturally (e.g. recipes, schedules, prices, shapes, patterns, graphs, landmark numbers) and use math tools together (e.g. clocks, calendars, calculators, money, measurement tools).
- ✓ Practice making predictions, observations, and forming conclusions.
- ✓ Practice developing curiosity and engagement with the world by asking questions and answering them through research and experiments.
- ✓ Explore the natural world with your family (e.g. cooking, hiking, star gazing, animal observing, conducting experiments, collecting interesting samples, etc.)
- ✓ Travel, discuss places and people. Talk about current events and their relation to history.
- ✓ Foster a curiosity about math and science by noticing opportunities all around you.

### **Curriculum Matrix**

This matrix illustrates our curriculum across age levels and areas of study. Although this document delineates subject area and age level, Wingra students engage with these topics through rich integrated thematic units that vary from year to year. It is a living document that represents our child-centered, responsive curriculum as it adjusts to student needs, unique interests, and current events to make the most of each learning moment.

For an interactive format and more information including curriculum in other levels, sample projects, highlights, and resources, please visit the Wingra School Website at [www.wingraschool.org](http://www.wingraschool.org).

## **Literacy in the Pond**

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### **Philosophy Statement**

Daily life at school is rife with opportunities for genuine communication as members of a rich, expressive learning environment. Children are immersed in integrated experiences that offer authentic moments of literacy for individual expression and community involvement. These occasions provide a chance to foster effective development in articulate speaking, active listening, expressive writing, and engaged reading for a variety of reasons. These four elements of literacy incorporate complex and developmentally sensitive sets of skills, processes, and connections. Students are given ample space and time for experiences and instruction that nurture their growth while demonstrating the purposefulness and joy of literacy. Everyday experiences in classroom meetings, literacy workshops, unit studies, school traditions, and citizenry offer prospects for in-depth inquiry, self-expression, and natural integration of disciplines across the curriculum. The ultimate goal is to help students participate in the world and enjoy their lives as literate members of their communities.

### **Understanding Goals**

How can I clearly communicate my thoughts and ideas? How does advocating for myself help me advocate for others? What do I gain from sharing my voice and my written work with others? Why is it beneficial to listen and respond to the ideas of others? What can I learn from and contribute to group discussions? What do I learn from facilitating meetings with my peers? How do I respond to the questions of others? How do I organize important information about a research topic and present it to an audience in an interesting way?

How do I read the world around me? How can I use reading as a form of gathering knowledge, a means to answer a question, and an avenue of entertainment? Can I apply a variety of decoding and comprehension strategies I'm learning to build my stamina as a reader? How do I find a "just right" book that piques my interest? How can I become absorbed and immersed in my reading? What are the elements of a story? How does connecting with a character help me understand the story? How does visualizing the plot of a story help me comprehend? How can I infer meaning when it is not explicitly stated? Who are my favorite authors and why? What genres of literature have I explored? What

skills can I employ when reading nonfiction books to gather information? How do I use reading as both an individual pursuit and a way to communicate or be with others?

How can I use writing as a way to respond to the world, as well as a way to question, reflect, and express thoughts or creativity? How can I use in my writing what I've learned in my reading? How can I use "juicy" vocabulary words and novel ideas to express my thoughts? When do I use punctuation? How can I reread, edit, and revise my writing in order to publish it? What kind of feedback helps authors revise and improve their writing? In what ways can I present my writing to communicate clearly to my audience? How can I organize my research into a coherent and original piece of writing?

## **Key Concepts/Skills**

### ***Listening and Speaking***

Seize opportunities with other people, and interact with their diverse ideas and backgrounds, as an avenue to self-knowledge. Contribute to a classroom community by sharing thoughts, ideas, questions, and responses. Participate meaningfully in group discussions. Respond to the ideas of others. Express thoughts and advocate for oneself in a clear and authentic manner. Be a part of a vibrant and respectful environment for verbal expression by articulating original thoughts, ideas, and proposals. Share written work aloud with peers and teachers. Practice facilitating and leading parts of the daily group meetings. Listen actively and attentively, give feedback, ask questions, and offer comments to classmates. Engage in conflict resolution with peers through speaking, listening, or writing when needed.

Lead Goal Setting and Goal Feedback conferences with teachers and parents. Participate in a school-wide performance each year by sharing a written piece of work, participating in a theatrical performance, announcing, or singing songs. Prepare an Independent Project (IP) and share the findings of this research with peers during a class presentation and also with an interactive community audience at an IP Fair exhibit. Begin to realize one's own ability to use listening and speaking as a means for active, expressive citizenry.

### ***Reading***

Enjoy reading for its own sake by experiencing and sharing the power of words and literature. Continue learning to read while also reading to learn. Practice reading the surrounding environment as a community member and as an individual citizen. Examine components and features of literature through class mini-lessons, shared read-alouds, book groups, partner reading, and read-to-self times. Explore various genres to note figurative language and other interesting features, rhythms, and writing techniques. Determine main ideas and significant details in literature. Compare and analyze styles and plot lines during various author and genre studies. Summarize key elements of fiction and nonfiction works.

Learn how to peruse books and choose a "just right" book for interest and independent reading. Investigate texts in a variety of genres. Attend to individual reading development and habits through regular conferences with classroom teachers. Use phonetic skills and a variety of decoding strategies to read unfamiliar words. Utilize various comprehension strategies to make sense of content and context and to understand new vocabulary. Spend time discussing, questioning, predicting, inferring, describing, summarizing, and synthesizing as active readers. Focus on reading specific elements and features of text including: punctuation, italics, dialogue, and illustrations. Demonstrate

understanding of main idea and supporting details while reading. Generate questions and make connections between texts and the reader's world. Build stamina as a reader, and begin to read to learn and to gather information. Participate in lively literature discussions and shared literary experiences as part of a book group with peers.

### **Writing**

Foster a culture of appreciation for the written word and recognize the purpose and importance of writing in daily life. Engage in collaborative writing with classmates and teachers. Investigate different styles of poetry and practice writing poems based on mentor texts. Explore and incorporate figurative language, such as simile and metaphor, into original pieces. Write and sometimes share writer's notebook entries based on child-selected fiction or nonfiction topics such as weekend activities, interests, personal thoughts, and imaginative storytelling. Write in an "open journal" about a particular topic, such as nature, injuries, family, or traditions. Practice writing from another perspective with a traveling journal and stuffed animal taken home for the weekend. Choose and research a topic of interest, and record notes and drawings about important information.

Meet with a small group to investigate the sound-symbol correlations, patterns, or morphology of words. Apply informed sound spelling as well as dictionary spelling. Edit, revise and practice spelling, conventions of print, and grammar through mini-lessons and teacher conferences based on student writing. Use Handwriting Without Tears curriculum to learn how to form upper and lower case letters in print or cursive handwriting. Begin to use writing as a means to communicate information to a wider audience.

## **Math in the Pond**

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### **Philosophy Statement**

The major purpose of mathematics is to help children understand and interpret their world and to develop a wide repertoire of strategies that enable them to solve problems. In the Pond, students are encouraged to use hands-on exploration to investigate, construct, and communicate mathematical ideas and concepts. Children are continually building their mathematical understanding through active encounters with all strands of mathematics, from patterns and data to arithmetic and geometry. Students have the opportunity to explore problems in depth, and are also granted the time and space needed to process concepts and ideas. The interconnection between mathematics and the world allows for integration into the units and themes of study as well.

### **Overarching Understanding Goals**

How does math matter in my daily life and in the world around me? How will I use concrete materials, tools, and appropriate technology to help with my mathematical understanding? In what ways can I build and refine my math strategies as I progress towards more efficient and accurate problem-solving? How will knowing and using more than one strategy help me become a more flexible mathematician? How will I communicate and demonstrate my mathematical thinking? What can I learn from investigating math on my own, with a partner, or as part of a small or large group of mathematicians? How can I cultivate and maintain my excitement about math and recognize my evolving math identity? How will I explore all of the branches of math including geometry, measurement, data, numeracy, and patterns and functions in order to broaden my definitions of and experiences with mathematics?

## **Focus Points & Understanding Goals**

### **Number System and Problem Solving**

*Focus Points:* Develop strategies for solving arithmetic problems through meaningful mathematical exploration. Understand numeration in the base ten system and place value concepts. Represent mathematical thinking and communicate it to others.

*Understanding Goals:* How can I develop my number sense and use it to recognize a quantity instantly? How do I make useful groups to help me count strategically and efficiently? How can I recognize and understand patterns to help me solve new problems? How can understanding landmark numbers help me make reasonable estimates and solve problems with fluency? How does grouping by place value help me? How are addition and subtraction related to multiplication and division? How can I connect and use what I've already learned to work with and understand larger numbers? How do decimals and fractions fit into my understanding of the number system?

### **Patterns, Functions, and Change**

*Focus Points:* Determine patterns and analyze them visually and mathematically. Understand the relationship between patterns, numbers, and how they are used (functions).

*Understanding Goals:* How can I use graphs and tables to represent change? What story or situation can I tell from a graph? How do I compare situations by describing differences in graphs? How is a table a helpful tool to use to discover number patterns? What are ways to describe and represent a constant rate of change? How do I describe and extend number sequences with constant increments? How do positive and negative numbers fit into the number system? What are inverse operations? What is algebraic thinking? How are variables related in a ratio? What mathematical terms can I use to describe numbers?

How can I understand the relationship between patterns, numbers and how they are used (functions)? How can I explore algebraic thinking? How do I solve for a missing variable? How can I use what I see to help me think about what is missing? What is the problem asking me to solve? How can I use patterns on a number chart to understand multiplication? How can I communicate my mathematical thinking with numbers and symbols? How can I explain in words the patterns and changes in numbers? How can I use equations to express equality?

### **Geometry and Measurement**

*Focus Points:* Build spatial relationships using features of geometric shapes. Describe and analyze properties of two and three dimensional shapes. Practice measurement through use of non-standard and standard units.

*Understanding Goals:* How can I recognize geometry in the natural and physical world around me? How do I draw, describe, and create two-dimensional and three-dimensional geometric shapes? What do 2D and 3D shapes look like from different perspectives and points of view? What are the features of different shapes and how are they related? How can I use geometric language and ideas to define spatial relationships? How can physical materials help me explore, visualize, and manipulate shapes in order to understand wholes and geometric parts of a whole? How can I use what I know about common shapes to understand, measure, and describe less common shapes? What units and

tools can I use to map and measure shapes and parts of shapes? How do I estimate and measure common dimensions and distances and then convert measurements as needed?

### **Data Analysis and Probability**

*Focus Points:* Determine, analyze, and apply relevant data and vocabulary to daily problems with real world applications.

*Understanding Goals:* What information is important for me to know in different circumstances? How can I collect information in useful, precise, and methodical ways? In what ways can I organize the statistics and data I collect to create a display that others can understand? Where do I find examples of data displayed in the world around me? How does studying and analyzing data help me answer questions and solve problems? What mathematical variables determine probability, randomness, chance, and fairness? How do data and probability affect my decisions? How can I use the information that I am gathering to help me strategize and make choices?

## **Science and Engineering in the Pond**

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### **Philosophy Statement**

Children come into the world with an innate curiosity and a built-in wonder about everything going on around them. This capacity for natural inquiry, noticing, and thinking aloud fuels children’s investigations as they move through their days inhabiting the role of citizen scientists. At school, students employ these acute powers of observation, along with their questioning minds, to make connections and think about how things work. Every day there are endless opportunities for children and teachers to “do what scientists do” by playing an active role in their environments – participating meaningfully in the life of natural science, as well as making connections to the manufactured world of engineering. A repertoire of field trips, simulations, experiments, unit studies, science activities, and explorations in the natural world create an ever-widening sphere of experience that encourages children to think deeply and critically. These foundations of understanding are constructed, changed, and challenged over time. Equal emphasis is given to both scientific processes and scientific content. Opportunities for first-hand exploration and problem-solving inspire interactive scientific investigations and guide curricular decisions. Science in the Pond is integrated and relevant, embedded organically in thematic units. Group, partner, and individual investigations offer a strong background in science and engineering. These experiences help students participate authentically and successfully in the dynamic, rapidly-changing world of today and tomorrow.

### **Overarching Understanding Goals**

What is the role of observation in scientific thinking? Why is it important to make a hypothesis before conducting an experiment? How can my understandings inform my predictions? How can my experience with the scientific method help me understand the results of scientific inquiry? How can I begin with a problem that needs to be solved and engineer a solution? How will a cycle of investigating, designing, constructing, and testing produce a more successful working prototype? How do questioning and collaborating enhance my understanding in order to better communicate and present my findings? What is the difference between evidence and opinion? What effect can variables have on an experiment or event? What are ways that models and simulations help explain concepts and develop a deeper, more

visceral understanding of concepts? How is data collected and analyzed to derive meaning? What is a scientific theory? How are investigations in the classroom different from investigations in the field? How do I learn to be a steward of my outdoor space? What do living things need to survive and thrive? How do living things adapt to their environment? What relationships and patterns illustrate connections or cause and effect events? What forces are at work in the world?

### **Concepts, Processes, and Skills**

Investigate various topics within the broad scope of the sciences: earth, physical, and life science, chemistry, astronomy, engineering, nature, and sustainability. Engage in scientific learning through discussion, observation, dramatization, simulation, demonstration, experimentation, and investigation. Sketch, record, collect, sort, imagine, and construct. Participate in hands-on projects and experiences that highlight scientific understandings. Respond thoughtfully to the ideas of others. Begin to feel empowered to solve real problems through understanding of scientific findings. Use the scientific method as a guide to ask and answer scientific questions by making observations and doing experiments: ask a question, do background research, observe, construct a hypothesis, test hypothesis by doing an experiment, analyze data, draw a conclusion, and communicate results. Design practical solutions to everyday problems or events via the design cycle. Explore the outdoor environment by observing and recording changes involving: weather and climate, flora and fauna, and the interplay of human beings with the natural world.

## **Social Justice in the Pond**

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### **Philosophy Statement**

At Wingra School, we embrace John Dewey's idea that education is not preparation for life; education is life itself. Children learning together, who come from similar and different backgrounds, provide an opportunity to experience diversity and its benefits and challenges. Perspective taking, active listening, mutual respect, compromise, empathy, and self-reflection are some of the concepts we explore through community activities, conversations, read alouds, and unit explorations. In the Pond, we see conflict as a part of life. We make time to teach and practice the skills of conflict resolution and respectful communication. We believe this work provides students with the skills that are useful now as well as going forward. Meaningful participation in the decisions and the workings of the classroom instills in each child a sense of agency and advocacy in their community. Pond students learn that their voice matters and they have practice in useful avenues for expressing their thoughts, feelings, and concerns.

### **Understanding Goals**

What is important to me? What are my rights and freedoms? What opinions do I have? How do I learn more about the opinions, ideas, and perspectives of others? Why are my thoughts, feelings, and voice important in my community? What am I feeling right now? What do I need to do to express my feelings in a respectful way? How can I regulate my emotions? How do I build my confidence and hold myself and others in high esteem? What communities and groups do I belong to at home and at school? How can I help create a safe space for everyone to be known and share their ideas with other members of the community? How can I show appreciation, respect, and empathy for people, ideas, and cultures that are different from my own? How does my presence in a community affect someone else's experience? How can I be sure that my words and my actions are helping to create a culture of acceptance? What can I learn about

myself and others during conflict resolution? How can I practice seeing things from different points of view? Even when it's hard, how can I work to respect another's opinion?

Why can it be beneficial to play with a variety of people? How does my community notice and honor similarities and differences? What can I learn from stories and literature about experiences that differ from my own? How do I engage with difficult social justice topics that are developmentally appropriate, but can be uncomfortable? What role can I play in noticing and addressing unfairness around me? How does unfairness affect me differently as an individual or as a member of a group? How do I recognize bias, discrimination, prejudice, or stereotypes and understand their impact on myself and others? Why is there injustice in the world? What can I do to make the world a more just place? When and where do power dynamics exist in just and unjust ways? Who are some significant figures in the history of social justice movements and what was their impact on the world? In what ways can I model tolerance, inclusion, and acceptance? How can I be kind to everyone, even if I don't feel like it?

Why is it important to disagree in a civil way? How can I engage in and contribute to creating a culture of mutual respect? How can I participate in fair and just relationships and take a stand for justice when needed? What can I do if I witness an unfairness? What are my options for effective ways to advocate for a group of people, an idea, a space, a solution to a problem or for myself?

### ***Focus Point: Identity***

Learn about the rights of a child and the rights of students and teachers at Wingra School. Collaborate to make classroom agreements. Participate in community discussions about topics that encourage a wide variety of opinions. Explore a diverse learning community's culture and linking that lived experience to the wider multicultural world. Learn to identify and respond to one's own feelings. Read and discuss a variety of quality literature that presents a diversity of cultural experiences. Include home languages with school languages to increase exposure to communication across the world. Learn ways to build up other people and oneself. Practice respectful ways to agree and disagree.

### ***Focus Point: Diversity***

Encourage a variety of friendships and practice inviting others to play. Notice when someone needs a friend or someone to play with. Read literature that presents a variety of characters and life experiences, including historical figures and real-life role models. Celebrate diversity and individuality in the immediate community and beyond. Encourage curiosity and open-minded discussion about topics even when it can feel uncomfortable. Participate in role play or simulation activities that allow students to embody or experience another person's life and perspective.

### ***Focus Point: Justice***

Know and name the different individuals that make up the surrounding learning community and recognize each other as distinct members of a shared group with diverse interests, strengths, needs, and challenges. Explore the differing definitions of equality and fairness. Discover the impact of bias and discrimination through conversation, literature, current events, and simulations. Speak up and stand up for oneself or others if they are being treated unfairly. Learn about significant people in the history of social justice movements, study the context of their lifetimes, and the impact of their actions then and now.

**Focus Point: Action**

Learn what it really means to live by both the golden rule and the platinum rule. Hold community members and oneself to classroom agreements and celebrate the contributions of individuals in the community. Understand what it means to be a bystander or an upstander. Utilize consensus-based decision making. Develop and implement plans of action to ameliorate areas of injustice in our immediate community, while building greater awareness of struggles in communities farther afield.

## Social Studies in the Pond

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**Philosophy Statement**

The innate curiosity and imagination of 7 to 9-year-olds enables them to explore social studies content deeply through active historical simulations, role-playing, and other ways of bringing history to life. Through research, artifacts, presentations, timelines, exhibits, field trips, and guest speakers, Ponders strive to understand and appreciate the story in history. This embodiment of a thematic unit in rich experiences within the school day encourages learning to thrive, and often finds its way into the dinner conversations at home. By learning about democracy, change-makers, and time periods throughout history, Ponders make connections that allow them to recognize pieces of themselves in the significant people and movements that are examined.

Ponders practice citizenship within the walls of the classroom and in the wider school community. Finding wonder, developing empathy, noticing similarities and differences, and learning about communities, cultures, and groups are important aspects of an integrated social studies curriculum. By exploring the neighborhood and larger community through outdoor education and regular field trips, students find and develop a sense of belonging to both the community of people and of the natural world around them. Regular and beloved outdoor experiences are imbued with a sense of place, and Ponders tend to cultivate a stewardship of these frequented local learning spots.

**Understanding Goals**

How do I contribute as a member of my school and home communities? What are my rights and responsibilities? How can I help to make classroom agreements that work for everyone? How is the government structured? What are some of the different ideas people have about what is best for the citizens of our country?

Who are some important figures in Wisconsin's history? What are the cultural and political reasons we acknowledge state and national holidays? From where did the people who live on this continent come? What problems arose from different groups wanting the same land? What are some important milestones in the formation of our country? What was it like in ancient times around the world? How does my understanding of history help me to understand current times and issues?

Where am I from? How do I relate to the natural environment around me? How is the place I live the same and different from other places in the world? Where are the places I am learning about? Where can I find my home, school, city, state, country, and continent on a map or globe? What are features of maps and how are they used? What are some significant geographical features and where are they located in the world?

What is the difference between a want and a need? How does availability of resources affect people differently? Where does my food and water come from? Why do some people have more resources than others? How do people decide what to spend, save, and share with others?

How do my personal interests, experiences, culture, and opinions impact my identity and influence those around me? How do I identify and share values and beliefs as a member of different groups? How do the values and beliefs of others in their groups compare to my own values and beliefs? Why do groups of people behave differently in situations? How do I learn about another culture in a respectful way? What misconceptions do I have about other people?

### ***Focus Points: Civics***

Participate responsibly in our classroom community through rotating jobs and student leadership roles. Be part of a democratically-run classroom and school. Practice being an upstander, rather than a bystander, and discuss the risks that can be associated with both positions. Engage with the community outside of the building's walls on Outdoor Mondays and regular field trips. Learn about democracy as it relates to current events in the wider community. Explore all of the ways to take civic action and contribute to the well-being of a community.

### ***Focus Points: History***

Work together to create timelines as a way to show significant events and changes over time. "Meet" individuals that have changed the course of history through their revolutionary thinking and advocacy. Recognize marginalized people and populations throughout history. Unpack complexities associated with holidays and historical events. Investigate common misconceptions about people and places. Become members of a historical time period and transform the space through a simulation, after deep learning and integrated studies.

### ***Focus Points: Geography***

Find a sense of place in the world through the study of ancestry, migration, and family settlement stories. Create maps of the places around the school that we visit. Experiment with scale, keys, and different types of maps to determine directions and distances. Locate places using measurements of longitude and latitude. Visit nearby topographical features or landmarks and learning about their formation. Understand the land and its seasons and climate from a perspective of healthy plant and animal life. Integrate knowledge of geographical locations into our studies of people, places, and events.

### ***Focus Point: Economics***

Discover the difference between wants and needs and how that may differ for groups of people. Examine the distribution of resources, both natural and monetary, around the world. Learn how far food travels across the country, its impact on the economic and natural environment, and ways to consume locally. Address and explore inequities of resources. Practice counting money and discover different kinds of currency around the world. Investigate ways to create a budget that allocates for spending, saving, and sharing with others.

**Focus Points: Behavioral Science**

Recognize and present a developing sense of self based on personal interests, family background, and individual identity and values. Select and track personal learning goals throughout the school year.

Communicate with others who are like and unlike oneself. Determine ways to be active contributing members of a school community. Participate in making rules or agreements for various situations. Listen to body signals and physical responses that indicate whether something is safe or unsafe, comfortable or uncomfortable, and recognize these signals in others. Formulate alternative ways to resolve conflicts. Emphasize the learning in conflict resolution.

## All-School Programs

### Art in the Pond

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**Philosophy Statement**

As children grow and learn, they each begin to discover personal strengths and interests. With more exposure to and experimentation in a variety of media and methods, kids learn to solve problems, take risks, and gain confidence and self-esteem. The Pond encourages an increased autonomy, with student-directed ideas, decisions and voice. Students are encouraged to explore in new ways, collaborate and problem-solve with others, and to make lots of “mistakes.” This approach encourages the creative process and spontaneous visual learning experiences. The art program approaches art as a window into cultures, or understanding the world through the lens of its art. In this way students are exposed to new ideas, peoples and places with a strong emphasis on social justice.

**Understanding Goals**

Does my artwork tell something about me, the artist? How do I show my personality in a self portrait? Do I have an art style? How can I show my personality in the way I design my locker tag? Why does each piece of art look different even though we all had the same lesson? Does each piece have something in common? How can I make my art unique, even though I'm using the same materials as everyone else? How can I select my best ideas and develop them? How can a preliminary sketch help me before I go to the final work? Am I observing and drawing, or drawing from my memory? How can I incorporate my understanding of science and nature into my art? What common theme can we find when all our individual work comes together as a display? What is different? How is my style an important part of a group mural?

**Key Concepts**

Express a desire for the knowledge and tools to make their art creations look more representational. Focus on complete composition and increasing awareness of subject and background. Take preliminary ideas to final work through the use of thumbnail sketches, the selection process, and choices of media. Use symbols and storytelling to guide the art process. Study a diverse representation of cultural and historical expressions while finding new reasons people create. Learn techniques to make secure connections in their creations and see the interdependence of each step. Reinforce the value of art within the classroom community. Recognize the social justice lessons found in supporting peers, sharing opinions respectfully and working toward a common goal, such as an exhibit. Problem solve through

challenging situations. Turn to peers for support, and the teacher. Express and develop an idea by following methods of many diverse cultures. Interpret lessons in their own way as they borrow ideas from other traditions.

## **Library in the Pond**

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### **Philosophy Statement**

Cultivating a love of words, stories, reading, and writing continues to be a priority at the Pond level. Student read books are longer, more complex texts and they are writing longer stories. Their awareness and use of descriptive and figurative language is on the rise. They continue to be exposed to ideas of identity, diversity, and equity through picture books, biographies, folklore and mythology, poetry, beginning readers, and non-fiction. They model their own writing on a variety of mentor texts. Their fiction writing includes more elements of story, including characters in settings who have wants and needs and that need to overcome problems and find solutions. Pond students are increasingly independent in taking responsibility for finding, borrowing, renewing, and returning library books. They are beginning to write drafts and to revise with peers and teachers in their fiction, poetry, and research writing.

### **Understanding Goals**

What are the elements of a good story? How do authors craft a good story? Who are my favorite authors and why? How can I tell what this story is really all about? What do I like to read and why? How does an author show character development? How does empathizing with a character help me to understand a story better?

How can I use what I learn from book talks to help me discover new books/literature? What are my favorite genres of writing? How can I use what I know about myself and my experiences to craft and shape my writing?

How is poetry different from prose? What makes poetry "poetry?" How can I make my research project come to life? What editing skills can I use to make my writing clearer? How can I present my writing in a way that makes sense and communicates clearly to my audience? How do I communicate my thinking and learning?

How do I gather, sort, and organize key information about my research topic and present it to an audience in an interesting way? What do I know about each genre and how do I use that information to write? What kind of feedback helps authors revise and improve their writing?

### **Key Concepts: Listening and Speaking**

Make appropriate contributions to discussions and class meetings. Add thoughtful responses to student run literature discussions. Share and collaborate on writing pieces. Listen attentively and give specific feedback, questions, and comments to classmates when sharing writing. Summarize and voice opinions during book discussions.

### **Key Concepts: Reading**

Learn how to select a "just right" independent reading book. Determine main ideas and significant details of literature. Summarize key elements of fiction and nonfiction pieces. Compare and analyze styles, techniques, and genre.

Examine various styles of poetry and note figurative language and other interesting features, rhythms and techniques. Demonstrate understanding of main idea and supporting details while reading. Generate questions and make connections between texts and other areas of study. Read text in a variety of genres.

### **Key Concepts: Writing**

Write and share weekly reflections on life, dreams, thoughts and interests in journals. Recall and describe life events for use as a springboard for writing and editing progress. Examine and write various styles of poetry. Explore and incorporate figurative language, such as simile and metaphor, into original works.

Use reasonable sound and conventional spelling. Study and write memoirs, poems, book reviews, fiction, opinion pieces, news articles, and friendly letters. Edit, revise and practice spelling conventions of print and grammar through mini-lessons and teacher and peer conferences.

### **Key Concepts: Inquiry**

Begin to read to learn and gather information. Ask "I wonder" questions about the topic, question, or problem. Understand the organization of the library and how to locate texts. Use the library catalog to locate books on a topic of interest and retrieve them from the shelves.

### **Sample Projects and Highlights**

Accurately and respectfully discussing stereotypes, unfairness, bias, and injustice experienced by characters in picture books, chapter books, and biographies. Contributing original writing for class theme books, for example the "Diary of a Bee" ebook created during a unit study on bees. Contributing to a published character catalog.

Writing about personal everyday experiences, memories, and "expert" stories to share with the class community. Writing, illustrating, and publishing group or individual books throughout the year. Collaboratively reading novels and engaging in teacher-led peer discussion groups. Dissecting and categorizing the elements of story and using this information to enrich own writing. During the Pond's Independent Project unit, making educated guesses about the general Dewey Decimal classification category of their topic. Using the online library catalog to "check their guess" by finding nonfiction call numbers related to their topic. Using the Dewey Decimal numbers to locate additional books from the shelves at the public library.

## **Music in the Pond**

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### **Philosophy Statement**

The music program in the Pond guides students as they discover patterns in music, compose original tunes, play percussion, string, and wind instruments, and explore music from around the world. Units integrated into classroom curriculum represent diverse cultures, customs, and traditions. By creating musical stories, our Ponders learn how music can express emotions and how to create effects such as contrast and surprise. They build pitch and rhythm literacy through movement and focused listening and by playing and creating musical games.

Instruments available for the students include pianos, keyboards, recorders, guitars, ukuleles, lap-harps, computers with recording and notation software, pitched and non-pitched percussion, electronic drum set, and more.

### **Understanding Goals**

How do I express emotions in my music? How do I create contrast in my music? Can I write down my musical creations? What are quarter notes, eighth notes, rests, and other rhythmic units? Can I identify and play notes on the xylophone or the recorder? Who created this music and where is it from?

### **Key Concepts**

**Expressive musical composition:** Create music that follows a narrative or brings about a particular feeling or emotion.

**Guided improvisation:** Make unplanned music while responding to a prompt or to the music of our friends.

**Rhythm:** Develop an awareness of how sounds are distributed in time.

**Notation:** Use traditional notation in reading and writing as a tool for communicating rhythm and pitch in our music.

**Instrumental technique:** Produce accurate tones from the recorder, drums, xylophones, and other instruments.

**Music and world cultures:** Acknowledge the origins of music from around the world and examine how we listen to the music from cultures different from our own with empathy and respect for differences.

## **Wellness in the Pond**

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### **Philosophy Statement**

Achieving wellness for Ponders is a balance between time outside in nature, guided play through sports and cooperative games, and the practice of being calm and regulated. The Wellness Residency program with the Pond allows for outdoor learning and wellness-related activities outside and in nature, as well as play-based and movement activities indoors. The Wellness residency curriculum is created based on the students' developmental needs, the seasons, and the thematic units in the Pond.

### **Understanding Goals**

**Movement:** How can I enjoy my body through movement and exploration? How can I move my body from one place to another at different speeds and in new ways? What exercises will help me grow stronger? What physical activities can help me improve certain skills?

**Nature Connection:** What happens when I sit still in nature? Who can I share my stories with? How do I feel after spending a large amount of time in nature? How do I find myself playing differently in nature vs. inside? What can I

notice when I go for a hike in the woods? What do I learn about myself while spending time outdoors? How has nature-based science education aided in my ability to remain curious as I add knowledge and understanding?

**Playful Interactions:** How can we play together as a group? How can I play and respect the personal space of others? What does it mean to be a good sport? How can I be in control of my body? When I make a mistake, how can I work to fix it?

**Emotional Literacy:** How do I deal with feelings that arise during play? What happens when I am still and quiet? What strategies do I have to help my mind and body settle? How can I learn to name my feelings? What "tools" do I have to deal with these feelings? How can I get in the habit of noticing the feelings of others? How do I feel before and after an imagination relaxation?

## Spanish in the Pond

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### Philosophy Statement

Pond Spanish reflects best practices in both world language and progressive education in a variety of ways. Students are exposed to large amounts of rich comprehensible input in Spanish – spoken language made accessible by careful word choice, repetition, gestures, and visuals – to strengthen their ear for the language. The language ear is an intuitive understanding of the inherent patterns, sounds and procedures in a language, an invaluable base for all further study. They have ample opportunity to work individually and in pairs, following their personal work rhythms while also encouraging collaboration. Language patterns are connected to real-life scenarios, student interests and hands-on experience, rather than abstract grammatical structures. Games, drama, music and illustration all play an integral role in bringing the language to life and activating all learning pathways. Students do individual reflections on which activities are the most fun, easy, challenging, useful, etc. and use this information to begin identifying their personal learning style for language.

Social justice concepts guide Pond Spanish work in multiple ways. Pond students are regularly exposed to other cultures, their traditions and ways of life through books, music, videos and artifacts. They are encouraged to practice demonstrating interest, respect, and an open mind while exploring these cultures and comparing them to their own. They also learn about historical and contemporary figures such as Dolores Huerta who worked to stop unfairness and make a difference. The classroom community embodies social justice as all members treat one another with fairness and support one another in "giving it a try," and celebrating each other's successes.

### Understanding Goals

How can I understand, speak, read and write sentences in Spanish? What is my personal learning style for language – do I learn it best through listening, reading/writing, movement? What Spanish vocabulary can I use to communicate some basic ideas? How can I conduct my daily routines in Spanish?

## **Skills and Vocabulary**

Refine our ear for the language by combining Spanish words and songs with movement and doing interactive stories and games. Focus on sheltered Spanish immersion (instruction primarily in Spanish, made accessible through word choice, repetition, gestures and visuals as well as some English use) as a platform for improving listening and speaking skills. Secondary emphasis on reading comprehension skills and writing sentences. Students practice the first, second, and third-person singular present conjugations of regular verbs. The Spanish teacher also supports students in conducting their morning meeting in Spanish once a week.

*Selected Vocabulary:* descriptive adjectives, verbs, family, possessions, possessive adjectives, places in the city/house, singular pronouns

## **Technology in the Pond**

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### **Philosophy Statement**

Pond students build off of their tech knowledge foundation and begin to personalize their documents. They compare and evaluate programs such as Microsoft Word and Google Docs and explore different methods to present material and the advantages and disadvantages of each mode of communication. As their fine motor dexterity grows, their ability to type correctly and edit improves. Students begin to memorize the layout of the keyboard and create strategies to remember key locations adding the non-alphabetical keys, alignment, and other word processing features. We explore computer hardware and learn how each element communicates and functions together inside of a computer. Troubleshooting is a key component of the Pond curriculum. Students learn to assess a challenge in their environment to try to solve the problem. Pond students begin to think more abstractly and methodically and develop procedures like computer programmers. They set goals and find solutions to achieve them. Pond students continue to learn about digital citizenship and social justice. They learn what it means to stay safe on the internet. Ponders also look into the safety and appropriateness of online communications such as online chatting, commenting, and posting.

### **Understanding Goals**

How are those word processors similar? How are they different? What program do I want to use to present my Independent Project? Can I add pictures and videos to my presentation? When should I leave a comment online? What do I do if someone says a mean thing? How can I program a character to move across the screen? What do I want my character to do when it gets there? What are my options? Who do I ask for help when something doesn't work? Can I figure this out myself? How do I save a picture? Where do I save a picture? How do I find a file that I've saved? Can I share this document with my teacher? How do I change the color, font, and size of my text? How do I make my text go down the middle rather than the side of my word document? Why is my word underlined? How can I train my brain not to look at my fingers when I type? How do I safely search the internet to find more information about a specific topic?

### **Key Concepts**

***Creativity and Innovation:*** Personalize documents and create original videos throughout the year. Use technology to express ideas, share knowledge, and entertain using different media elements such as text, images, sound, and

voice. Begin to locate, select, and use appropriate images to enhance projects. Edit images using techniques such as selecting, resizing, copying, and pasting.

**Communication and Collaboration:** Brainstorm and refine group projects during class. Develop a multimedia presentation through a sequence or storyboard. Type stories, poetry, or research projects related to classroom curriculum. Write creatively and expressively using basic formatting techniques and tools (select text to delete, copy, paste; indent, spacing, alignment, alter font/style).

**Research and Information Fluency:** Determine reliability of a website. Compare and contrast search engines based on their ability to provide adequate information for research projects. Introduce basic keyword search techniques. Find images online to support research. Develop strategies for finding information from appropriate internet sources.

**Critical Thinking, Problem Solving, and Decision Making:** Choose between various platforms to present material. Introduce strategies for collecting information, solving problems and completing projects. Experiment with basic computer programming concepts and commands.

**Digital Citizenship:** Develop an understanding of online relationships between people. Advocate for self and others after learning appropriate action steps for cyber-bullying and internet safety. Respect others' account privacy and work. Practice safe and responsible use of online resources.

**Technology Operation and Concepts:** Log into a variety of accounts independently. Reinforce proper typing skills like using the home row finger placement.

# Ponders!

