

VIEWPOINT

S C H O O L



Primary and
Lower School
Curriculum Guide
2009-10

VIEWPOINT SCHOOL
PRIMARY SCHOOL CURRICULUM GUIDE
Kindergarten through Grade Two

LOWER SCHOOL CURRICULUM GUIDE
Grades Three through Five

2009-10

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THE PRIMARY AND LOWER SCHOOLS

Viewpoint's Primary and Lower Schools provide a nurturing environment to promote the positive social, emotional, physical, and intellectual growth of young children. Our traditional, structured approach creates a secure environment which allows creativity to blossom and encourages young students to develop critical thinking skills.

The overall goal of the program for Kindergarten through Fifth Grade is to provide each child with a variety of learning experiences guided by enthusiastic teachers who recognize that children grow in unique and varying ways. The School's atmosphere encourages each student to strive for a high level of academic achievement and to gain self-esteem. Our experience has shown that initial appropriate placement is the key to educational success; therefore, great care is taken to ascertain the developmental readiness of each child.

Primary and Lower Schools incorporate a variety of teaching methods to enrich the curriculum. Viewpoint's philosophy maintains that a good education teaches children to think and to develop good judgment. The acquisition of these skills relies on a thorough interdisciplinary curriculum that relates all subject matter in a sequential manner.

Specialized classroom environments and trained teachers in enrichment subjects such as art, computer, foreign language, music, library, physical education, and science complement the core curriculum. Classes and materials in these subjects are specifically geared for the younger child.

CURRICULUM SEQUENCE AND INTEGRATION

Viewpoint School's administrators and faculty work collaboratively to ensure that the entire curriculum is sequential, integrated and mapped throughout the School's thirteen grades. Skills taught in each grade level are designed to prepare students for that which is to be mastered in the following grade: teachers of First Grade, for example, fully comprehend the Kindergarten curriculum from which their students emerged, but are also familiar with the Second Grade curriculum for which they must prepare their pupils.

Within each grade level in Primary and Lower Schools, the core subject teachers and enrichment teachers work together to reinforce academic concepts in an interdisciplinary way, so that the abstract becomes tangible. For example, art teachers strengthen math skills by incorporating basic geometric shapes when the children are taught figure drawing; computer teachers may underpin the core teacher's social studies unit by tying in projects and assignments.

Foreign language and music teachers attune the children's ears to variations in pitch, sound, and pronunciation, furthering their mastery of language arts. By reinforcing each aspect of learning in several different variations, students retain and comprehend the information, and are able to build more effectively on their previous learning.

MISSION STATEMENT

Viewpoint School, an independent coeducational school with grades from Kindergarten through Twelve, offers its students a rigorous college preparatory education in a nurturing environment. An integral part of the educational process at Viewpoint is the development of a love of learning and of those qualities which provide strength and direction for a lifetime. Viewpoint recognizes the uniqueness of each child and is committed to the identification, preservation, and development of that individuality. Viewpoint School teaches with respect the wisdom and traditions of the world's cultures and faiths. The School's philosophy is based upon the love of God and country, and is inspired by the Judeo-Christian values upon which our nation was founded.

SCHOOL PHILOSOPHY

Founded in 1961, Viewpoint School is a nondenominational, nonprofit day school. Young people grow intellectually, socially, and emotionally in the School's nurturing environment. Viewpoint offers a challenging academic program, emphasizing excellence and achievement, while providing individualized attention.

The School provides its students with the proper balance of knowledge and skills in critical thinking, while helping them to attain a healthy sense of self-esteem. This blend allows our children to become successful students in college and responsible adults capable of wise decision making.

We believe in actively promoting ethical values among our students. Indeed, it would be irresponsible to send well-educated young people into the world without a firm foundation of moral principles. We teach a respect for the rights and feelings of others and instill a spirit of community service in our students. Within this environment, students learn to value the differences among individuals and to appreciate the unique contributions each person adds to Viewpoint's diverse community.

At Viewpoint, we find that a sound education is a joint enterprise involving the School and its faculty, our students, and their parents. Together we generate an eagerness to learn, a willingness to work diligently, and a desire to be active in the community. Students develop fundamental skills, an understanding of the subject matter, high standards for their work, and a sense of pride in their accomplishments.

PRIMARY AND LOWER SCHOOLS' MISSION OF GLOBAL STUDIES: "MAKING GLOBAL CONNECTIONS"

The Primary and Lower Schools' global studies mission is to send students to Middle School with a curiosity about the world and other cultures, an awareness of their place in the wider, diverse world, and an age-appropriate understanding of world geography. The students will also have a sense of their own worth and the worth of others as well as an appropriate understanding of social justice and moral responsibility. The students will gain an appreciation for cultural similarities and differences.

LEARNING EXPECTATIONS

Viewpoint's graduates are literate in the humanities, mathematics, science, technology, the arts, and a second language.

Viewpoint's graduates demonstrate useful physical skills, cooperative teamwork, sportsmanship, and a lifelong interest in fitness and health.

Viewpoint's graduates demonstrate creative and critical thinking.

Viewpoint's graduates embody integrity, compassion, tolerance, responsibility, discernment, and optimism.

Viewpoint's graduates develop excellent intellectual and communication skills.

The achievement of these expectations enables Viewpoint's graduates to be lifelong learners and productive, active citizens who serve their communities.

CURRICULUM OVERVIEW BY GRADE

PRIMARY SCHOOL: KINDERGARTEN

The Kindergarten program introduces and develops academic skills in reading, language arts, printing, writing, and arithmetic. Critical thinking skills are encouraged, and new concepts and techniques are presented sequentially. To balance the program, students engage in hands-on activities to help them grasp the application of basic concepts. Children also work at Centers – special locations set up around the room for activities, games, and puzzles, each designed to reinforce skills and concepts.

PRIMARY SCHOOL: FIRST GRADE

The First Grade program encourages students to develop fluency and confidence in oral reading. A variety of writing techniques are introduced and implemented throughout the year. Creative writing and poetry skills are integrated in the writing process. In math, hands on activities reinforce basic skills. Emphasis is placed on fact families through 20, number relationships, and problem solving. Opportunities are provided to participate in enrichment centers, allowing students to work independently.

PRIMARY SCHOOL: SECOND GRADE

The Second Grade curriculum reviews, reinforces, and introduces concepts while preparing students for the independence required for success in Third Grade. After directed lessons, the students complete daily class work independently. Small motor skills are further developed with D’Nealian printing, a font style used as a precursor to cursive writing, with letters formed in a single stroke and slightly slanted. Students are formally introduced to the writing process and begin using a daily log to practice new concepts, record information, and keep track of homework. Teachers assign homework sheets to reinforce daily lessons.

LOWER SCHOOL: THIRD GRADE

The development of self-reliance, responsibility, organizational skills, and independent work habits is a major focus of Third Grade. The primary academic goals are to achieve mastery of the basic facts of multiplication and division, language skills, and cursive handwriting. The Third Grade curriculum further develops writing skills with the continued study of the formal paragraph. Teachers begin a more sophisticated and sequential program in social studies. Students learn reference skills by using encyclopedias and other resources. The integration of historical information, class discussions, reference skills, and writing skills helps students produce their first informal reports.

LOWER SCHOOL: FOURTH GRADE

In Fourth Grade, students apply previously learned skills and continue to acquire knowledge and understanding for more in-depth studies. The development of responsibility, self-reliance, organizational skills, critical thinking, and independent

work habits is emphasized. In accordance with these skills, students will benefit from enriching math, social studies, and language arts programs. The trip to the Orange County Marine Institute at Dana Point and the California Fiesta are extensions of the social studies program and are only two of the many highlights throughout the year.

LOWER SCHOOL: FIFTH GRADE

The Fifth Grade curriculum is designed to prepare students for Middle School. The core homeroom provides the guidance and security that young adolescents need as they are encouraged to become more independent in the preparation and completion of their assignments. Academic work at this grade level becomes more challenging and comprehensive, and includes long term assignments to foster time management skills. Differentiated instruction allows teachers to successfully address the more complicated mathematical concepts and writing skills. Instruction includes the teachers' assistance in developing study habits that allow the students to become more efficient and successful in their academic work.

CORE SUBJECTS

READING AND LITERATURE

Kindergarten students focus on phonetic and decoding skills, vocabulary development, and comprehension, including answering of factual questions, making predictions, and sequencing. Teachers in Kindergarten employ a wide variety of stories and activities to build on students' vocabulary, through reading and discussion. A core principle of Viewpoint's Kindergarten reading program centers on our belief that children learn more rapidly and gain more confidence in their decoding skills when they are introduced to the long vowel rule first. Short vowel decoding follows.

In **First Grade**, emphasis is placed on rhythm, fluency, oral expression, choral reading, oral paraphrasing, vocabulary development, classifying and defining synonyms, antonyms and compound words. In addition, focus is placed on comprehension, response to factual and interpretive questions, sequencing, inferencing, main idea, and dramatization. Teachers and students read aloud and discuss core literature selections to further develop vocabulary and comprehension, while also creating a love for reading.

By **Second Grade**, teachers work to foster a love of independent reading. Students strive to further develop oral reading with fluency and expression. Discussion as well as written assignments emphasize independent comprehension, inference, cause and effect, and critical thinking. Phonics and word attack skills are expanded. Students read selections orally and discuss them to develop vocabulary and comprehension. The use of new children's literature as well as the classics provides opportunities for integrated cross-curricular language units.

Third Graders concentrate on development of vocabulary with synonyms and antonyms. They learn how to make comparisons and write descriptions. They practice both silent and oral reading while strengthening comprehension. Further critical thinking skills of sequencing, main idea, inference, and content are also incorporated. Literature selections stress vocabulary development, plot, and character analysis through class discussion, dramatization, and written assignments. Books include a variety of fables, *Charlotte's Web*, *BFG*, *The Hundred Dresses*, and *Love That Dog*. Book report selections include *Stone Fox* and *James and the Giant Peach*.

In **Fourth Grade**, vocabulary development and comprehension skills, both basic recall and critical thinking, are integrated across the curriculum. Literature students read *The Trumpet of the Swan*, *Island of the Blue Dolphins*, *The Phantom Tollbooth*, poetry selections, and a Newbery Award winning book of their choice. Students enhance their understanding of plot, setting, theme, author's purpose, and a variety of literary forms and styles. The use of various reading strategies helps make reading more meaningful.

By **Fifth Grade**, vocabulary development continues, while students also focus on literal, inferential, and critical comprehension skills. They improve their reference, study, and content reading skills as well as their literary proficiency. Students develop critical reading skills while focusing on theme, point of view, characterization, types of conflict, and use of literary device. Reading selections include short stories, biographies, and poetry, as well as *The Cay*, *Maniac Magee*, *The Devil's Arithmetic*, *The Giver*, and *Stargirl*.

LANGUAGE ARTS AND WRITING

Kindergarten students learn the written analysis of a simple sentence, including the noun, the verb, and an introduction to capitalization and punctuation. They dictate, write, and illustrate creative stories, both factual and fiction.

In **First Grade**, students develop fluency in sentence writing with emphasis placed on correct punctuation. Grammar skills include proper use of nouns, verbs, and adjectives. Students are introduced to the use of personal pronouns, alphabetizing, and poetry. In creative writing, students practice writing complete short stories with a beginning, middle, and end.

Second Grade students continue to identify and define parts of speech including nouns, pronouns, verbs, direct objects, adjectives, and adverbs. They learn the proper use of commas, quotation marks, and end marks. They explore journal writing, and are introduced to writing paragraphs. They practice written paraphrase, creative writing in response to various prompts, and learn the correct use of the dictionary and thesaurus.

In **Third Grade**, students learn varied syntax, the written analysis of sentence patterns. They learn to define and identify the parts of a sentence: complete and simple subject and predicate, adjectives, and nouns. They study present, past, and future verb tenses, learn to properly use quotation marks, and work on their composition skills through fables, poetry, descriptive writing, persuasive writing, explanatory writing, journal writing and short stories. They use the encyclopedia, dictionary, and thesaurus.

Fourth Graders focus on parts of speech and their usage, as well as parts of a sentence, including subject, predicate, and prepositional phrases. They review and expand the agreement of subject and predicate, as well as correct capitalization and punctuation. In writing, they learn prewriting, first draft, rewriting, editing, and publication. They compose descriptive paragraphs, essays, biographies, summaries, and poetry.

By **Fifth Grade**, the language arts study concentrates on the writing process. Students review parts of speech, sentence type and structure, and writing mechanics which they reinforce through application. Students hone their writing skills while focusing on topic sentences, supporting details, transitions, proofreading, revision, and eventually type their final drafts using word processing. Students study different genres of writing by reading works such as Jerry Spinelli's *Maniac Magee*, early

American tall tales, scary stories, and poetry. Students break down effective methods and then apply these techniques to a variety of creative and critical writing assignments. In addition, students refine their comparative analysis and critical thinking by contrasting pieces of literature to their film adaptations. Students also have the opportunity to participate in a variety of dramatic plays, scene reenactments, and poetry readings to further develop confidence in public speaking and theater arts.

SPELLING

Kindergarteners study consonants and one-syllable short and long vowel words. Through sentence dictation, they learn to write words and sentences. The noun and verb relationship is introduced in spelling.

In **First Grade**, students begin to learn about combinations of letters that constitute consonant blends, digraphs, and diphthongs (blended letter sounds like oi or ea). Students begin working in a traditional spelling workbook and study weekly word lists for dictation.

Second Grade students study multisyllabic words and compound words, doubling, plurals, silent consonants, and homophones. Sentence dictation continues to play a role in spelling lessons.

Third Graders concentrate on homophones, contractions, syllabification, prefixes and suffixes, singular and plural possessive nouns, and spelling dictation.

In **Fourth** and **Fifth Grades**, spelling is emphasized across the curriculum. Students are expected to correctly integrate all of the above, including the proper use of regular and irregular verbs, into each subject taught. Both grades use a traditional spelling workbook to reinforce spelling rules.

ARITHMETIC

Teaching arithmetic concepts to **Kindergarten** students requires making the abstract become concrete and tangible. Concepts learned include classification and patterns, addition and subtraction up to 20, counting and number recognition up to 100, introduction to place value, identification of basic shapes, simple measurement, calendar skills, introduction to telling time and money, mental math exercises, using critical thinking, and problem-solving skills. Teachers use manipulatives to help the students grasp the application of these concepts. The relationships of numbers is key.

First Graders are introduced to place value and number order up to 100, addition and subtraction without regrouping, symmetry, telling time, graphing skills, money, measurement, number sense, problem solving, and critical thinking skills. Students are exposed to a brief introduction of multiplication concepts. Activities which emphasize number sense are an integral part of the curriculum.

In **Second Grade**, students further strengthen their number sense through directed lessons, games, manipulatives, and activities. They are held accountable for knowing

addition and subtraction facts to 18. They work on place value. They increase their skills at multidigit addition and subtraction, including regrouping. They learn multiplication and division facts, and to recognize operations in word problems. They study the fractional parts of a set, fractions in measurement, linear measurement, three-dimensional shapes, symmetry, bar graphs, telling time to the minute, money notation and making change, mental math exercises, and problem-solving skills.

MATHEMATICS

Third Grade students learn place value and order to one million, rounding and estimation, and multidigit addition and subtraction. They are expected to master multiplication and division tables one to 12, two-place multiplication, long division with single digit divisors, application word problems (four operations), time, and graphing. They are introduced to customary and metric measurements, and basic geometric concepts. They study fractions, decimals, probability, mental math exercises, problem-solving, and critical-thinking skills.

Mathematics in **Fourth Grade** focuses on place value and order to one hundred million, rounding and estimation, three-place multiplication and division using one-digit divisors and multiple dividends, averaging, word problems with multiple steps, exponents, factors and multiples, equal fractions and comparison, addition and subtraction of fractions and decimals, geometry, algebra readiness, adding, subtracting, and converting measurement, graphing, simple application of ratio, probability and statistics, mental math exercises, and problem-solving techniques and strategies.

In **Fifth Grade**, teachers will use differentiated instruction in mathematics. They review all whole number operations and word problems, and are introduced to order of operations, whole number properties, greatest common factor and least common multiple, prime factorization, four operations with fractions, mixed numbers, decimals, ratios, and application word problems. They study metric and standard measurement and conversion, angles and protractor use, perimeter and area of polygons, angle measurement of polygons, application of geometry, computing circumference and area of circles, polyhedrons, surface area and volume of prisms, and construction of graphs. Additionally, students justify their understanding of concepts by writing mathematical explanations and connecting to real world experiences.

SOCIAL STUDIES

Kindergarten students study their families, their community, holidays, community workers, seasons, and beginning mapping skills. Students share the richness and diversity of different cultures through our Global Education Studies.

In **First Grade**, students continue to study holidays, traditions, and seasons, as well as mapping and geography skills. As part of global education, an introduction to the cultures of various countries, including customs, clothing, and cooking is presented. The Weekly Reader is an integral part of the curriculum.

The **Second Grade** social studies program continues to focus on map skills. Students learn the proper use of the atlas as a resource guide. Students also study the concepts of the home, city, state, country, and continent, America and famous Americans. Students share the richness and diversity of different cultures through our Global Education Studies.

In **Third Grade**, students learn more challenging map skills, continents and oceans, topography, Native American cultures by region, and U.S. geography including states and capitals. Research skills are integrated through the writing of a Native American and state report.

Fourth Graders explore California geography, explorers and settlers, the Spanish Mission and Rancho Periods, and the Gold Rush. Students read *Patty Reed's Doll*, *Two Years Before the Mast* and *By the Great Horn Spoon*. They focus on California map skills and study the transcontinental railroad, California's diverse cultures, and current events. Research skills are integrated with language arts through the writing of a report on a California mission.

In **Fifth Grade**, students continue to hone their map skills. They study the geography and political units of the United States, and focus on American history from the early explorers to the Civil War era. Emphasis is placed on historical figures, events, and trends. Students incorporate skills such as note taking, outlining, debating, simulations, interpretation of primary documents, and collaboration.

PENMANSHIP

Kindergarteners develop their fine motor skills by focusing on manuscript printing, with emphasis on proper spacing and letter formation. Children are initially introduced to letters grouped by similarity of formation, such as the "Eight Cs" (the letters *c, a, d, g, q, o, e, s*).

First Graders continue to develop and practice their skills in manuscript printing.

In **Second Grade**, students develop D'Nealian printing as a precursor to cursive, with letters formed in a single stroke and slightly slanted.

In **Third through Fifth Grades**, students continue their development and mastery of cursive writing skills.

REFERENCE AND STUDY SKILLS (LOWER SCHOOL)

Third Grade students begin regular use of the dictionary, encyclopedia, and thesaurus. In addition, the students are introduced to note taking skills.

In **Fourth Grade**, students learn to gather information from reference books and multimedia sources. They practice note taking, outlining, inferencing, and context clues, and they regularly use the dictionary and thesaurus.

Fifth Graders continue their use of varied reference books, including the dictionary and thesaurus. They work on reading with a purpose, use of the library, note taking, outlining, internet sources, and community networks.

ENRICHMENT SUBJECTS

ART

Art instruction at Viewpoint takes place outside the homeroom in studios specially designed and equipped for our youngest children, under the guidance of teachers who themselves are specialists in fine arts.

In **Kindergarten**, fine motor skills are developed and reinforced through drawing, painting, cutting, pasting, and sculpture. The students explore color, line, shape, pattern, collage, and three-dimensional construction while creating projects. Materials used include watercolors, oil pastels, construction paper, crayons, chalk pastels, acrylic paint, and clay. Students are introduced to and encouraged to use the vocabulary of the arts during art appreciation discussions about artistic form and content in master works of art.

In **First Grade**, students continue to hone fine motor skills through drawing, cutting, and painting. Projects are often integrated with homeroom and other enrichment curricula to enhance and reinforce learning. Media explored include oil pastel, clay, watercolor, acrylic paint, printmaking, and chalk pastel. Prints are used to stimulate discussion about artistic style, form and content.

Second Grade art students gain a basic understanding of the color wheel (primary and secondary colors, complementary colors, and warm vs. cool colors), contour drawing, line, form, symmetry and texture. Materials used include oil pastels, watercolor, crayons, construction paper, ink, and clay. The students explore and identify the terms “abstract,” “realistic,” and “non-objective.” A field trip to an art gallery or museum enhances the art appreciation aspect of the Second Grade art curriculum.

In **Third Grade** art, students reinforce their understanding of line, form, value, shape, space, texture, and color. Various artists and styles are discussed. The students work in various mediums such as pastels, tempera, acrylic, watercolor, and clay. Projects are often integrated with homeroom and other enrichment curricula to enhance and reinforce learning.

In **Fourth Grade** art, students continue to explore the seven elements of art within their compositions. A variety of mediums are art movements are explored using pastels, Prism Colors, tempera, printing, watercolor, and clay. A drawing project is integrated with a writing assignment to enhance learning.

Fifth Grade students will identify and describe characteristics of representational, abstract, and nonrepresentational works of art. They will also identify and describe the principles of design in visual compositions, emphasizing unity and harmony. Students will concentrate on drawing with a variety of media: pastels, acrylics, tempera, clay, prismacolor pencils, and found objects. Art appreciation is a significant part of each unit and includes discussion, reading from various types of literature, viewing videos, and comparing Master prints. Students will also use the vocabulary of the visual arts to express their observations.

COMPUTER

The Primary and Lower Schools each maintain a separate computer lab which students regularly visit to enhance their technological skills. The computer labs and equipment are ergonomically designed to accommodate our youngest children. Dedicated computer teachers utilize rooms full of computers to introduce students to age-appropriate concepts and to the the correct and safe use of the Internet.

Kindergarten students are introduced to general technological vocabulary and basic keyboard functions. They learn to use the mouse, space bar, enter key, and arrow keys, as well as proper care and safe use of equipment. They also learn to open and close a file, access the menu bar, print, and work cooperatively using information technology tools, including projects using the Internet. Students use age-appropriate application software for comprehension, vocabulary development, classification, grade-level math concepts, and creative expression through student-generated graphics.

First Grade students work on mastering general technology, vocabulary, and keyboard functions, opening, closing and printing of a file, and following a sequence of steps to perform a task using technology. They are introduced to specific terminology to describe and identify hardware and software, and use age-appropriate application software in the areas of language arts and arithmetic. Finally, students study creative expression through student-generated graphics software.

In **Second Grade**, students are introduced to word processing and touch typing. Emphasis is placed on accuracy as children learn correct finger placement and special key functions. Students continue to use age-appropriate application software to support their language arts, arithmetic, and social studies curriculum, as well as graphic software for creative expression.

Third Graders continue their study of touch typing and word processing, expanding on their skills. They learn age-appropriate application software to integrate with the classroom curriculum in the areas of language arts, arithmetic, social studies, science, and art.

In **Fourth Grade**, students use technology to retrieve and organize information; they draw conclusions based on data retrieved from various sources including the Internet. They also learn age-appropriate application software to integrate with the classroom curriculum in the areas of language arts, arithmetic, social studies, art, science, and foreign language.

Fifth Grade students continue to practice keyboarding, word processing, and programming. Students retrieve and organize information from different sources and draw conclusions from information retrieved from electronic and other sources. They continue to use age-appropriate application software to integrate with projects originating in the student's academic subjects, and are taught the need for security and privacy of electronic information. Students are expected to demonstrate a willingness to be self-reliant when using technology tools, and to develop a concern for the socially responsible use of information technology tools, being inclusive of gender, culture, and ability.

FOREIGN LANGUAGE: FRENCH AND SPANISH

Primary and Lower School students enjoy the opportunity to become familiar with a foreign language in special language rooms stocked with props, games, toys, videos, music, pictures, and costumes. Foreign language concepts are taught by immersion: students will only hear French or Spanish spoken by their teachers during class time. The teachers utilize the many bright and colorful objects in the classroom to visually illustrate the ideas for the children, as well as to create a feeling for them of that language's culture.

At Viewpoint, the study of French begins in Kindergarten and may be continued through Twelfth Grade. Students who wish to study Spanish may do so beginning in Third Grade, and continue through Twelfth. Latin and Mandarin Chinese are both offered at Viewpoint beginning in Seventh Grade and continuing through Twelfth.

FRENCH

French is introduced to **Kindergarten** students through play, songs, rhymes, coloring, movement, and stories. The students learn greetings, good manners, simple commands and responses, and vocabulary, including colors, numbers up to 10, body parts, animals, clothing, fruits, and vegetables.

In **First Grade**, the students continue to learn French songs and rhymes, fairy tales, play games, and build their vocabulary in the areas of family members, shapes, days of the week, months, weather, animals, food, and clothing. They learn the numbers to twenty and names for classroom objects, and work on following oral directions and commands.

Second Grade students continue their development of listening and speaking skills in French through songs, poems, stories, games, and role playing. They build their everyday vocabulary for conversation, sports, alphabet, seasons, and telling time, and are introduced to matching written words with illustrations.

Third and Fourth Graders who choose to study French focus on the development of the four linguistic skills: listening, speaking, reading, and writing. The integrated curriculum includes cultural studies, French children's literature, arithmetic, science, and music. Lessons are supplemented with age-appropriate tapes, videos, and games.

Fifth Graders who choose to study French will continue to focus on the development of the four linguistic skills. Language at this stage is taught through communicative and cultural contexts. Creative lessons integrate curriculum and include geography, history, art, music, math, and science. Reading comprehension develops through authentic texts and documents. Listening and speaking exercises are enriched with age-appropriate tapes and videos.

SPANISH

Third and Fourth Graders who choose to study Spanish focus on the development of the four linguistic skills at an introductory level: listening, speaking, reading, and writing. The integrated curriculum includes cultural studies, Spanish children's literature, arithmetic, science, art, music, and dance. Lessons are supplemented with age-appropriate tapes, videos, and software programs.

Fifth Graders who choose to study Spanish will continue to focus on the development of the four linguistic skills. Language at this stage is taught through communicative and cultural contexts. Creative lessons integrate curriculum and include geography, history, art, music, math, and science. Lessons are enriched with age-appropriate tapes, videos, and software programs.

LIBRARY

PRIMARY SCHOOL LIBRARY

The Primary School Library and its staff serve students in Kindergarten through Grade Two. The Library offers storytelling, reading, and literature-related activities to our youngest students in a warm and nurturing environment. Special programs such as author visits and book fairs augment the Library's services. A biographical hero and heroine's life story reflects the character trait being emphasized each month in our Character Education Program. A computer is available for catalog searches and educational games.

Kindergarten students visit the Primary School Library for story time with the librarian, and are introduced to concepts such as parts of a book, pages, cover, title page, and illustrations. Browsing and free reading are encouraged, and students are permitted to check out books from the library.

In **First Grade**, Primary School Library time reinforces concepts and terms introduced in Kindergarten, and students spend time with the librarian in story time and book-related activities. Students may continue to check out books from the library.

Second Graders use their Primary School Library time to reinforce and enhance the concepts and terms previously introduced, and they continue to be exposed to a variety of authors at this level. They study poetry and folk tales, as well as a Caldecott unit emphasizing illustrative techniques. The Caldecott Medal is awarded annually by the American Library Association to the artist of the most distinguished American picture book for children.

LOWER SCHOOL LIBRARY

The Lower School Library serves students in Grades Three through Five and faculty teaching Kindergarten through Grade Five. The Lower School Library offers access to the entire Viewpoint School collection via the electronic catalog. Students come to the library on a regularly scheduled basis to learn and practice library and research skills. A number of *Dell PC* computers afford students and faculty the opportunity to search the catalog collection, word process, utilize the Internet and our subscription databases, and consult *WorldBook Online*, *The New Book of Knowledge*, *The Encyclopedia Americana*, or *SIRS Discoverer*. Special programs such as author visits and book fairs augment the Library's services. An extensive audiovisual and professional resource collection exists to support curriculum and faculty.

Third Grade students using the Lower School Library learn about copyright and copyright pages, and master the use of table of contents, indexes, and glossaries. They are introduced to chapter books read to them by the librarian in bimonthly installments.

Fourth Graders using the Lower School Library learn about genres in literature and are introduced to reference books discussed by types. They are introduced to the use of the Dewey Decimal System and the use of the electronic and card catalogs.

Fifth Grade students use the library for book reports and the research paper. The students are introduced to several of the available online databases.

MUSIC

The music program for Primary and Lower School students provides a nurturing environment for all students to develop their musical abilities. Gifted instructors teaching in music studios equipped with age-appropriate materials and instruments utilize two methodologies to bring musical meaning to each child: the *Kodály* and *Orff Methods*. The *Kodály Method*, founded by Hungarian composer and educator Zoltán Kodály, utilizes folk songs and the *solfège* (*solfeggio*) system of hand signs and music syllables to teach singing skills. The *Orff Method*, developed by German composer Carl Orff, concentrates on the playing of pitched and nonpitched percussion instruments, as the students use song, improvisation, and movement to explore the many facets of music.

Once students begin their formal study of an instrument, they move to music studios designed for orchestral work. In addition, students throughout the Primary and Lower School music program learn an appreciation of musicians and composers who exhibit a wide variety of musical styles. During the year, all students in the Primary and Lower Schools have the opportunity to perform in a variety of musical events. These special events include grade-level musical productions, assemblies, and various special programs. First and Second Graders may also participate in the after-school Primary Chorus, while the Lower School Chorus enlists Third, Fourth, and Fifth Graders.

In **Kindergarten**, students are introduced to musical concepts such as steady beat and rhythm, using songs, chants, singing, and rhythm games. They learn through movement to music, and improvisation on pitched and nonpitched percussion instruments. Through *solfege*, they are introduced to the various fundamentals of music, vocalization, and sight-reading.

In **First Grade**, the concepts introduced in Kindergarten are reinforced. Students continue to learn about beat and rhythm through exercises and games. They learn unison and two-part songs and chants, folk dances, and singing games and continue to play pitched and nonpitched percussion instruments.

In **Second Grade**, the previously learned concepts continue to be reinforced and built upon. Students work on beginning rhythmic dictation, and expanded use of pitched and nonpitched percussion instruments as accompaniment to songs.

Third Grade students sing in unison, and they learn two- and three-part songs, singing games, and rhythm activities. They continue their ear training using *solfege*. They study movement to music, play classroom pitched and nonpitched percussion instruments, learn melodic and rhythmic improvisation and dictation, and are introduced to reading music.

By **Fourth Grade**, students are ready for formal instruction on a musical instrument. In addition to studying the great composers, Fourth Graders learn to play the soprano recorder reading the treble clef staff, and they begin improvisation on the recorder. They will perform at various times throughout the year. In addition, students may begin their formal study of a string instrument (violin, viola, or cello) through an optional after-school program.

Fifth Graders study General Music in conjunction with either Beginning Band or Beginning Strings.

In **General Music, Fifth Grade** students pursue rhythm activities, continue their ear training using *solfege*, play classroom pitched and nonpitched percussion instruments, and perform melodic and rhythmic improvisation. They study musical notation and singing games. This class also emphasizes singing and proper vocal technique.

Fifth Graders may select **Beginning Band** with emphasis on development of tone and technique, and will perform at various times throughout the year. In Beginning Band, students select to study a woodwind (flute, clarinet, or saxophone), brass (trumpet, trombone, French horn, or tuba), or percussion instrument.

Fifth Graders may instead select **Beginning Strings** (violin, viola, or cello). Focus is on technique development, intonation, rhythmic precision, and tone quality. Students will perform at various times throughout the year.

PHYSICAL EDUCATION

At Viewpoint School, we believe that physical education plays a meaningful and necessary role in the overall education of our students. The School's physical education program enables students to discover their unique talents and to develop their levels of fitness, self-assurance, and teamwork at all grade levels. Our experienced coaches teach fundamental skills and always encourage good sportsmanship.

In **Kindergarten**, students are introduced to fundamental locomotor skills: running, skipping, jumping, hand-eye and foot-eye coordination, body spatial awareness activities, rhythmic movements, tumbling, and identification of large muscle groups.

In **First Grade**, students work on reinforcement of fundamental locomotor skills, balance and coordination skills, body spatial awareness, and tumbling. They are introduced to aquatics, rope and hoop activities, lead-up games in team sports, and physical fitness testing.

In **Second Grade**, students focus on refinement of basic physical skills. Fundamental concepts in team sports, recreational activities, and essential aquatic skills are reinforced. Students continue with physical fitness testing and muscle identification.

By **Third Grade**, students begin changing clothes for physical education class. Dedicated instructors assist students in cultivating skills and strategies in team sports. Students strengthen their aquatic skills, continue physical fitness testing, and work on rhythmic movements.

Fourth Graders continue development of learned physical skills. They focus on strategies and position responsibilities in team sports through the use of intramural tournament activities. They continue physical fitness testing, aquatics, and rhythmic movements.

Fifth Grade is the first year in which students may participate in Viewpoint's vast interscholastic athletic program. Students can compete in flag football, basketball, soccer, volleyball, swimming, baseball, and softball. Physical education classes consist of continued development in individual sports, team sports, recreational activities, and physical fitness testing.

SCIENCE

Viewpoint's science laboratories are brimming with hands-on activities and experiments, all of which provide a stimulating exposure to the physical, earth, and life sciences. In the Primary and Lower School science labs, tables and equipment are specially designed to accommodate the small size of our youngest students. Primary and Lower Schoolers look forward to their science lab time with specially-trained teachers. Class time is spent both inside and outdoors in the *Ecolet* (outdoor classroom). In addition, the students participate in two science projects which may include hands-on workshops and/or interactive assemblies during the fall and spring semesters.

Kindergarteners study physical, earth, and life sciences. Students are introduced to lab safety and laboratory equipment. Through numerous exciting experiments, they are introduced to states and changes of matter, simple layers of the earth, magnetism, an introduction to the solar system, human anatomy, study of our senses, health and hygiene, rainforest ecosystems, environmental science, insect study with focus on butterflies, plant study. Students take a field trip to the Leonis Adobe Museum.

In **First Grade**, students continue to learn basic laboratory safety, scientific procedures, proper use of equipment, balance and motion, sinking and floating, simple machines, astronomy, fossils and prehistoric animals, ocean life, tide pools, the kelp forest and sandy shore, nutrition, dental health, silkworm life cycles, plants and seeds, growing a garden from seeds, and environmental science. Students take a field trip to the Los Angeles Natural History Museum.

Second Graders continue their study of general, physical, earth, and life sciences, including units on laboratory safety, light, color, optics, sound, weather, the water cycle, geology, habitats, plants, flowers, supermarket botany, animal classification, microscopes, and deep-sea biology. Students take a field trip to the Skirball Cultural Center. Science classes integrate with the homeroom curriculum throughout the year.

Third Grade students further their lab studies of physical science through work on electricity and magnetism, simple machines, and an introduction to the scientific method. In earth science, they focus on earthquake awareness, erosion, and a brief review of astronomy. Life science for Third Graders includes a study of the human body skeletal system, muscular, circulatory, and respiratory systems. The students are introduced to Scientific Classification focusing on spiders and other arthropods.

In **Fourth Grade**, students begin formal integration of scientific topics with their other classes. This includes a study of the ocean, encompassing physical, earth, and life science topics. This complements their literature study of *Island of the Blue Dolphins*, and includes a field trip to the Ocean Institute in Dana Point, where students study marine ecosystems on board an oceanographic vessel. Students also complete a unit on the process of inventing and design their own invention solely in science class. They conduct water testing and study California tap water management. They continue their study of basic laboratory safety and procedures, and the scientific method. Units on ornithology and Lego NXT robotics round out the program.

Fifth Graders utilize their lab time in more sophisticated study and experimentation of electricity and magnetism. Students enhance their knowledge of the scientific method, scientific classification, and the use of dichotomous keys and scientific tools when they work on their “Design a Consumer Science Experiment” project. A cross-curricular unit entitled “Why America is Free” encompasses the study of the senses, classification systems, and physics. This unique program highlights the historical significance and importance of Science. The Fifth Grade students participate in a three-day field trip to Astrocamp as a culmination to the Astronomy unit. The students also learn about nutrition through numerous activities and experiments. The nutrition unit includes an introduction to human growth and development.

ASSEMBLIES

Regular assemblies are a tradition at Viewpoint, and represent an integral part of the curriculum in Primary and Lower Schools. This time of coming together and sharing not only reinforces the idea that students belong to a community in which they should take pride, but also it offers opportunities for students to practice their public speaking and performing skills.

The Primary and Lower Schools each conduct their own separate regular assemblies, with a different class responsible for hosting and performing at each event. Traditions include the Pledge of Allegiance, patriotic song, the alma mater, and nondenominational prayer, as well as remarks from the Divisional Head and Headmaster. In addition, classes responsible for hosting and contributing prepare with their teachers to share their classroom experiences through skits, songs, dances, poetry, or inspirational readings, all incorporated within the theme of each particular assembly.

Even the youngest children quickly become comfortable speaking and making presentations to an audience of their peers, teachers, and parents. Their fellow students as spectators learn the value of what it means to be an engaged audience, to listen politely to the performance, and to show appreciation for the performers' hard work and preparation. As a sign of respect for this important regular community event, students wear more formal assembly-dress uniforms.

CHARACTER EDUCATION PROGRAM

Viewpoint's character education program plants seeds of enthusiasm for building positive relationships, understanding the value of our presence in the world and seeing ourselves as active, responsible participants in our families, School and community. The curriculum offers a variety of opportunities to teach and reinforce virtues such as friendship, responsibility, compassion, and tolerance.

In **Primary School**, the character education program includes class discussions, books, and projects that help children to identify those values that best define a civilized society. Some of the students' assemblies feature "Stretch," the giraffe who is the Primary School's mascot. "Stretch" recognizes and rewards students and classes who exhibit admirable character.

In **Lower School**, stories and skits demonstrate thought processes and actions that promote specified values. Discussions and stickers reinforce acts of kindness and character.

Each month, a different character trait is presented in the classroom and at assembly to encourage students to see the benefit and value of an ethical and moral life. A portion of Viewpoint's character education program encompasses the presentation to the children of Bible verses that affirm the program's goals. Examples include Luke 6:31—"Do unto others as you would have them do unto you," and Exodus 20:12—"Honor your father

and your mother.” A complete list of these verses is available for reference in the Parent and Student Handbook.

MONTHLY CHARACTER TRAITS

September—Friendship
October—Responsibility
November—Respect
December—Compassion
January—Tolerance
February—Honesty
March—Courage
April—Respect for Environment
May—Loyalty
June—Family

COMMUNITY SERVICE PROGRAM

At Viewpoint, we are dedicated to the education of our students’ hearts as well as their minds. We strive to develop both intelligence and conscience. Volunteering helps students to explore their particular talents and skills and to learn from others with experiences different from their own.

Goals of the program include:

- To teach the value of compassion and caring.
- To learn how to put ideas into action.
- To become more aware of society’s needs and of an individual’s civic responsibility.
- To learn how one individual can be important to others.
- To gain personal experience and skills.
- To build self-esteem and self-reliance.

For our youngest children in Primary and Lower Schools, we seek to instill a spirit of community service through age-appropriate activities on campus. Students have sponsored and participated in activities that have supported such organizations as the Multiple Sclerosis Foundation, Meals on Wheels, Toys for Tots, Saving the Rainforest and Coral Reef, the Library Lady, Wildlife on Wheels, Habitat for Humanity, Guide Dogs of America, Children Helping Poor and Homeless People, and Gifts from the Heart. The discussions and lessons that correspond with these activities enable our youngest students to understand the needs of others while learning to contribute to their community.

STUDENT ACTION COMMITTEE (LOWER SCHOOL)

In **Lower School**, the Student Action Committee provides students with the opportunity to practice leadership skills while performing service activities on Viewpoint's campus. Each semester, students are elected by their peers to serve as Lower School Representatives. Some of their responsibilities include: participating in projects that help beautify the Primary and Lower School grounds, raising funds for charities by sponsoring ice cream sundaes and bake sales, collecting baby items for the Love and Care and Help the Babies Foundation, and collecting literature for Book Ends.

Fifth Graders complete a mathematics unit where they create their own businesses, such as jewelry making or soap making, conduct a campus sale over several days, and then collect their business proceeds to make a charitable contribution. As a whole, the class then votes on which charity should receive their businesses' collective profits. Fifth Grade classes annually present contributions of several thousand dollars to organizations such as the American Cancer Society, Alzheimer's Association, Make A Wish Foundation, and the Heart Fund.

DR. DWORKOSKI'S READING CLUB: KINDERGARTEN THROUGH GRADE FOUR

We encourage all students in **Kindergarten** through **Fourth Grade** to participate in the Headmaster's Reading Club. This is a wonderful way to strengthen reading skills during the summer. Entering **Kindergarten** and **First Grade** students who read or listen to 20 books, and entering **Second** and **Third** students who read 10 books, and **Fourth Grade** students who read 5 books, should send their lists to Dr. Dworkoski no later than the end of August. Students should include a note telling him which book they enjoyed the most and why. In September, the School recognizes those students who participated in the Reading Club. Students may select books from the suggested lists which follow, or may choose their own.

REQUIRED SUMMER READING PROGRAM: GRADE FIVE

Recreational reading is one of the most effective ways to develop verbal skills, and these skills help to ensure a student's success in school. Because of our belief in reading outside the classroom, the **Fifth Grade** has established a required summer reading program. Entering **Fifth Grade** students must read a minimum of two books from the list below (see requirements). At the start of school, students should be prepared to write or speak about their reading selections. For students who choose to read a total of three books, the School will recognize their efforts in September as participating in the Headmaster's Reading Club.

Prior to beginning **Fifth Grade** in the fall, students are required to read *Number the Stars* by Lois Lowry. One additional book must also be selected from the following list: *A Wrinkle in Time*, by Madeleine L'Engle; *Hatchet*, by Gary Paulsen; *The Egypt Game*, by Zilpha Keatley Snyder; *Single Shard*, by Linda Sue Park; *Experanza Rising*, by Pam Munoz Ryan; or *Tuck Everlasting* by Natalie Babbitt.

SUMMER MATH SKILLS SHARPENER: KINDERGARTEN THROUGH GRADE FIVE

As important as reading over the summer is the need to practice arithmetic and math skills. While not required, *The Summer Math Skills Sharpener* provides a wonderful sampling of all the skills taught during the school year. Continued practice will ensure an easy transition to the lessons of the next year. These books may be purchased in the Primary and Lower School divisional offices.

SUGGESTED READING LISTS FOR PRIMARY AND LOWER SCHOOLS

At Viewpoint, we are frequently asked to recommend books for our youngest students, who are eager to supplement their reading outside the extensive selections of the classroom and libraries. We believe that children should be encouraged to read books that are age appropriate, that inspire their interest and enthusiasm, and that challenge them. Besides those on this list, there are many other fine books available in your local libraries and bookstores. This is a suggested list only.

PRIMARY SCHOOL: KINDERGARTEN

Ackerman, Karen	<i>Song and Dance Man</i>
Adoff, Arnold	<i>Black is Brown is Tan</i>
Anno, Mitsumasa	<i>Anno's Counting Book</i>
Aruego, José	<i>Look What I Can Do</i>
Bang, Molly	<i>Goose</i>
	<i>When Sophie Gets Angry – Really, Really Angry...</i>
Barracca, Debra	<i>The Adventures of Taxi Dog</i>
Beskow, Elsa	<i>The Tale of the Little, Little Old Woman</i>
Booth, Philip E.	<i>Crossing</i>
Brenner, Barbara	<i>Faces</i>
Briggs, Raymond	<i>The Bear</i>
Brown, Margaret Wise	<i>Goodnight Moon</i>
	<i>The Runaway Bunny</i>
	<i>A Pussycat's Christmas</i>
Burton, Virginia Lee	<i>The Little House</i>
Carle, Eric	<i>Do You Want to Be My Friend?</i>
	<i>"Slowly, Slowly, Slowly," said the Sloth</i>
	<i>The Very Hungry Caterpillar</i>
	<i>The Very Quiet Cricket</i>
	<i>Today Is Monday: A Song</i>
Chorao, Kay	<i>Number One Number Fun</i>
Clifton, Lucille	<i>Everett Anderson's Goodbye</i>
Cohen, Miriam	<i>Jim Meets the Thing</i> (series)
Cooney, Barbara (retold from Chaucer)	<i>Chanticleer and the Fox</i>
Cooney, Barbara	<i>Eleanor</i>
Crews, Donald	<i>Freight Train</i>
Cronin, Doreen	<i>Click, Clack, Moo</i>
Cushman, Doug	<i>The ABC Mystery</i>
de Paola, Tomie	<i>Charlie Needs a Cloak</i>
	<i>The Knight and the Dragon</i>
	<i>Watch Out for the Chicken Feet in Your Soup</i>
de Regniers, Beatrice	<i>What Can You Do With a Shoe?</i>
	<i>Sing a Song of Popcorn</i>

Dillon, Leo and Diane	<i>Rap a Tap Tap: Here's Bojangles – Think of That</i>
Dorros, Arthur	<i>Abuela</i>
Dragonwagon, Crescent	<i>Half a Moon and One Whole Star</i>
Earle, Sylvia	<i>Hello, Fish</i>
Ehlert, Lois	<i>Circus</i>
	<i>Feathers for Lunch</i>
	<i>Waiting for Wings</i>
Ernst, Lisa Campbell	<i>Stella Louella's Runaway Book</i>
	<i>Zinnia and Dot</i>
	<i>The Letters Are Lost!</i>
Feelings, Muriel	<i>Jambo Means Hello: Swahili Alphabet Book</i>
	<i>Moja Means One: Swahili Counting Book</i>
Finchler, Judy	<i>Miss Malarkey Doesn't Live in Room 10</i>
Flack, Marjorie	<i>Angus and the Ducks</i>
	<i>Angus Lost</i>
Fleming, Candace	<i>Muncha! Muncha! Muncha!</i>
Flournoy, Valerie	<i>The Patchwork Quilt</i>
Gag, Wanda	<i>The Funny Thing</i>
	<i>Millions of Cats</i>
Galdone, Paul	<i>Henny Penny</i>
Gauch, Patricia Lee	<i>Presenting Tanya the Ugly Duckling</i>
Geisel, Theodore (Dr. Seuss)	<i>And To Think That I Saw It On Mulberry Street</i>
Geisert, Arthur	<i>Pigs From 1 to 10</i>
	<i>Oink</i>
George, Jean Craighead	<i>Giraffe Trouble</i>
George, Lindsay Barrett	<i>In The Snow: Who's Been Here?</i>
	<i>Around the World: Who's Been There?</i>
George, Kristine O'Connell	<i>Little Dog Poems</i>
	<i>Toasting Marshmallows: Camping Poems</i>
Gibbons, Gail	<i>The Puffins Are Back!</i>
Ginsburg, Mirra (transl.)	<i>The Chick and the Duckling</i>
Gordon, Gaelyn	<i>Duckat</i>
Graham, Joan Bransfield	<i>Splish Splash</i>
Gretz, Susanna	<i>Teddy Bears ABC</i>
Hader, Berta	<i>Big Snow</i>
Hall, Donald	<i>The Ox-Cart Man</i>
Henkes, Kevin	<i>Chrysanthemum</i>
	<i>The Biggest Boy</i>
Heyward, Du Bose	<i>The Country Bunny and the Little Gold Shoes</i>
Hoban, Russell	<i>A Baby Sister for Frances</i>
Hoban, Tana	<i>Count and See</i>
	<i>Look Again!</i>
	<i>Of Colors and Things</i>
	<i>Shapes, Shapes, Shapes</i>
Hobbie, Holly	<i>Toot & Puddle</i>

Hutchins, Pat

Changes, Changes
Good Night, Owl!
Rosie's Walk
Titch

Johnson, Stephen

Alphabet City
The Hello, Goodbye Window

Juster, Norton

Gold Fever

Kay, Verla

The Snowy Day

Keats, Ezra Jack

Talking Like the Rain

Kennedy, X.J. (ed.)

I Want a Dog

Khalsa, Dayal Kaur

Samuel Todd's Book of Great Colors

Konigsburg, E.L.

Whose Mouse Are You?

Kraus, Robert

The Carrot Seed

Krauss, Ruth

Pat the Bunny

Kunhardt, Dorothy

Smile if You're Human

Layton, Neal

The Owl and the Pussycat

Lear, Edward

The Journey Home

Lester, Alison

Gretchen Groundhog, It's Your Day!

Levine, Abby

Taking Charge

Levitin, Sonia

Inch by Inch

Lionni, Leo

Brown Bear, Brown Bear, What Do You See?

Martin, Bill

A Boy, a Dog, a Frog, and a Friend

Mayer, Mercer and Marianna

Hondo & Fabian

McCarty, Peter

Time of Wonder

McCloskey, Robert

Suddenly!

McNaughton, Colin

The Egg Tree

Milhous, Katherine

Now We Are Six

Milne, A.A.

When We Were Very Young

Winnie the Pooh

Moore, Clement C.

The Night Before Christmas

Mother Goose (Kay Choro)

The Baby's Lap Book

Mother Goose (Brian Wildsmith)

Brian Wildsmith's Mother Goose

Mother Goose

The Real Mother Goose

Murphy, Jim

Backyard Bear

Newberry, Clare Turley

Marshmallow

Nodset, Joan L.

Who Took the Farmer's Hat?

Numeroff, Laura

If You Give a Pig a Pancake

Oxenbury, Helen

Tom and Pippo (series)

Pandell, Karen

Animal Action A B C

Paul, Ann Whitford

Everything to Spend the Night from A to Z

Payne, Emmy

Katy No-Pocket

Piper, Watty

The Little Engine That Could

Polacco, Patricia

Rechenka's Eggs

Babushka's Mother Goose

Politi, Leo

Song of the Swallows

Potter, Beatrix

The Tale of Peter Rabbit

Priest, Robert

The Old Pirate of Central Park

Rey, H.A.

Rockwell, Lizzy

Rohmann, Eric

Rossetti, Christina

Rossi, Joyce

Ryan, Pam Munoz

Saltzberg, Barney

Scarry, Richard

Scott, Ann Herbert

Seeger, Laura Vaccaro

Seibold, J. Otto

Sendak, Maurice

Shannon, David

Shannon, George

Shaw, Charles G.

Shaw, Nancy E.

Simont, Marc

Sis, Peter

Slobodkina, Esphyr

Sonneborn, Ruth A.

Steig, William

Swanson, Susan Marie

Taback, Simms

Tafari, Nancy

Teague, Mark

Tresselt, Alvin

Udry, Janice May

Van Allsburg, Chris

Voake, Charlotte

Waddell, Martin

Ward, Lynd

Wells, Rosemary

Whitcomb, Mary E.

Wiesner, David

Willems, Mo

Williams, Vera B.

Yacowitz, Caryn

Yolen, Jane

Yashima, Taro

Zion, Gene

Anybody at Home?

Curious George (series)

Where's My Baby?

Hello Baby!

My Friend Rabbit

Sing Song

The Gullywasher

Amelia and Eleanor Go for a Ride

The Problem With Pumpkins

The Best Word Book Ever

On Mother's Lap

First the Egg

Olive, the Other Reindeer

Pierre

Where the Wild Things Are

Duck on a Bike

Tomorrow's Alphabet

It Looked Like Spilt Milk

Sheep in a Shop

The Stray Dog

Madlenka

Caps for Sale

Friday Night is Papa Night

Pete's a Pizza

The House in the Night

Joseph Had a Little Overcoat

Who's Counting?

Pigsty

White Snow, Bright Snow

A Tree is Nice

Jumanji

Polar Express

Two Bad Ants

The Z Was Zapped: A Play in Twenty-Six Acts

Ginger

Good Job, Little Bear

The Biggest Bear

McDuff Moves In

Yoko

Odd Velvet

The Three Pigs

Knuffle Bunny

More, More, More, Said the Baby

Pumpkin Fiesta

How Do Dinosaurs Say Goodnight?

Umbrella

Harry the Dirty Dog

Zimmerman, Andrea
Zolotow, Charlotte

Trashy Town
When the Wind Stops
The Moon Was the Best
William's Doll

**PRIMARY SCHOOL:
GRADES ONE AND TWO**

Aardema, Verna

Borreguita and the Coyote
Why Mosquitoes Buzz in People's Ears
Each Peach Pear Plum
Feelings

Ahlberg, Janet and Allan
Aliki

The Fortune-Tellers
Miss Nelson is Missing
The Pot That Juan Built

Alexander, Lloyd

Anno's Magic Seeds

Allard, Harry

The Full Belly Bowl

Andrews-Goebel, Nancy

Cloudy with a Chance of Meatballs

Anno, Mitsumasa

Hawk, I'm Your Brother

Aylesworth, Jim

Madeline (series)

Barrett, Judi

Shoeless Joe & Black Betsy

Baylor, Byrd

Togo

Bemelmans, Ludwig

The Goat in the Rug

Bildner, Phil

Daisy Comes Home

Blake, Robert J.

Shadows

Blood, Charles

Runaway Bunny

Brett, Jan

Wait Till the Moon is Full

Brown, Marcia

The Wheel on the Chimney

Brown, Margaret Wise

Piggybook

Browne, Anthony

Old Mother West Wind (series)

Burgess, Thornton W.

Mike Mulligan and his Steam Shovel

Burton, Virginia Lee

The Magic School Bus (series)

Cole, Joanna

Hattie and the Wild Waves

Cooney, Barbara

The Tub People

Conrad, Pam

Aunt Eater Loves a Mystery

Cushman, Doug

The Story of Babar

de Brunhoff, Jean

Strega Nona

de Paola, Tomie

Drummer Hoff

Emberley, Barbara

A Toad for Tuesday

Erickson, Russell

Moja Means One: Swahili Counting Book

Feelings, Muriel

Time Train

Fleischman, Paul

A Couple of Boys Have the Best Week Ever

Frazee, Marla

Dandelion

Freeman, Don

Stopping By Woods on a Snowy Evening

Frost, Robert

and Other Poems

Gag, Wanda

Millions of Cats

Galdone, Paul

The Little Red Hen

Gantos, Jack
George, William T.
Goble, Paul
Greenberg, Jan
Gray, Libba Moore
Grifalconi, Ann
Handforth, Thomas
Haley, G.E.
Hirst, Robin
Hankes, Kevin
Hoban, Lillian
Hoban, Russell
Hoff, Syd
Hoffman, Mary
Hogrogian, Nonny
Huck, Charlotte
Hurwitz, Johanna
Jacobs, Francine
Johansen, Hanna
Johnson, Crockett
Joyce, William
Keats, Ezra Jack

Kellogg, Steven
Kimmel, Eric A.
Kipling, Rudyard
Kroll, Steven
Kuskin, Karla
Langstaff, John
Laden, Nina
Lansky, Bruce
Lattimore, Eleanor
Leaf, Munro
Leedy, Loreen
Leodas, Sorche Nic
Levine, Ellen
ionni, Leo

Lipkind, William
Lobel, Arnold

Locker, Thomas

Lowry, Lois
Macaulay, David
Marshall, Edward

Rotten Ralph
Box Turtle at Long Pond
The Girl Who Loved Wild Horses
Action Jackson
My Mama Had a Dancing Heart
The Village of Round and Square Houses
Mei Li
Story a Story
My Place in Space
Chrysanthemum
Arthur's Pen Pal
A Baby Sister for Frances (series)
Danny and the Dinosaur
Amazing Grace
One Fine Day
Princess Furball
Russell Sprouts (series)
Sam the Sea Cow
Henrietta and the Golden Egg
Harold and the Purple Crayon
Bently & Egg
Whistle for Willie
Goggles!
The Snowy Day
Can I Keep Him?
The Chanukkah Guest
Just So Stories
One Tough Turkey: A Thanksgiving Story
The Philharmonic Gets Dressed
Frog Went A-Courtin'
The Night I Followed the Dog
A Bad Case of the Giggles
Little Pear
The Story of Ferdinand
Messages in the Mailbox: How to Write a Letter
Always Room for One More
Henry's Freedom Box
Alexander and the Wind-Up Mouse
Inch by Inch
Finders Keepers
Frog and Toad (series)
Mouse Tales
Water Dance
Where the River Begins
Gooney Bird Greene
Angelo
Three by the Sea

Smith, Janice Lee	<i>The Show and Tell War</i>
Spier, Peter	<i>Noah's Ark</i>
Steig, William	<i>The Amazing Bone</i>
	<i>Dr. De Soto</i>
	<i>Sylvester and the Magic Pebble</i>
Step toe, John	<i>Mufaro's Beautiful Daughters</i>
Stolz, Mary	<i>Go Fish</i>
Thurber, James	<i>Many Moons</i>
Turkle, Brinton	<i>Thy Friend Obadiah</i>
Van Allsburg, Chris	<i>The Widow's Broom</i>
Waber, Bernard	<i>Lyle, Lyle, Crocodile</i>
Warner, Gertrude Chandler	<i>The Boxcar Children</i>
Wells, Rosemary	<i>The House in the Mail</i>
	<i>Max's Dragon Shirt</i>
	<i>Morris's Disappearing Bag: A Christmas Story</i>
	<i>Wingwalker</i>
Wiesner, David	<i>Flotsam</i>
	<i>The Three Pigs</i>
	<i>Tuesday</i>
Williams, Margery	<i>The Velveteen Rabbit</i>
Williams, Vera B.	<i>A Chair for My Mother</i>
Willey, Margaret	<i>Clever Beatrice</i>
Wolcott, Patty	<i>Pickle Pickle Pickle Juice</i>
Wood, Audrey	<i>The Bunyans</i>
Yearling/Dell Biographies	<i>Abraham Lincoln</i>
	<i>Amelia Earhart</i>
	<i>Buffalo Bill</i>
	<i>George Washington and other presidents</i>
	<i>Helen Keller</i>
Young, Ed	<i>Lon Po Po: A Red-Riding Hood Story from China</i>
	<i>Seven Blind Mice</i>
Zemach, Harve	<i>Duffy and the Devil</i>
Zemach, Margot	<i>The Three Wishes: An Old Story</i>

**LOWER SCHOOL:
GRADES THREE THROUGH FIVE**

Alexander, Lloyd	<i>The High King</i>
	<i>The Town Cats and Other Tales</i>
Andersen, Hans Christian	<i>Fairy Tales</i>
Anderson, Laurie Halse	<i>Chains</i>
Armstrong, Jennifer	<i>Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the <u>Endurance</u></i>
Babbitt, Natalie	<i>Knee-Knock Rise</i>
	<i>Tuck Everlasting*</i>
	(*Fifth Grade Summer Reading List)

Bailey, Carolyn	<i>Miss Hickory</i>
Bauer, Joan	<i>Hope Was Here</i>
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	<i>Blue Willow</i>
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Gipson, Fred	<i>The Girl Who Loved Wild Horses</i>
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	<i>The Last Tales of Uncle Remus</i>
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	<i>Savvy</i>
	<i>Young Fu of the Upper Yangtze</i>
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Miles, Miska	

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