

Wellington

Lower School Curriculum Overview

Dear Parents,

The habits and attitudes that are nurtured and developed in young children can deeply influence how they see themselves as people and as learners far beyond the early years of their school experiences. We want every student to learn in a warm, caring, and supportive environment and maintain a growth mindset that shifts a response from “I don’t know that” to “I don’t know that yet.” We want students to know it is natural to make mistakes because that is how they will stretch and grow as learners!

We embrace the opportunity to help each student find the joy and energizing challenge of being an engaged, lifelong learner and to be responsive to the demands of an increasingly diverse and global society with unimaginable challenges, responsibilities, and opportunities. It is for this reason that we believe strongly in the power of diversity in a co-educational setting that will prepare students of all ages to be confident and flexible world citizens. We know that learning in a diverse community and learning to see the world through multiple perspectives actually makes us smarter.

Through an active, experience-based program, we invite children of all ages to be thoughtful questioners, careful observers, explorers, experimenters, problem-solvers, and creative and critical thinkers. In a vibrant, supportive, and caring setting, we help children stretch to meet new challenges and to take what they know to make new connections and new meaning across the curriculum. Students also learn to grow their love learning far beyond the physical classroom experience through an outdoor classroom, organic gardening, skiing/snowboarding, multiple trips, and various mindfulness and well-being activities.

There is no more important time than the beginning of the educational journey to build in the essential habits and attitudes as a solid foundation for a lifetime of curiosity and learning.

We invite you to join us on this joyful journey where loving to learn is the norm!

Sincerely,

Jill Webb
Head of Lower School

The Lower School Experience

The lower school experience is designed to be child-centered and represent the best research and practices in teaching and learning. Our approach at each level and each subject is based on readiness and need, resulting in a thoughtful and differentiated program where learning is orchestrated to be developmentally appropriate, authentic, and engaging. All learning takes place in an environment where community is valued and the development of positive habits and attitudes is an integral fiber in the fabric of the lower school.

A variety of assessment tools are used to identify readiness and drive instruction at every level. Assessments range from informal and ongoing teacher observation to nationally normed tests. Assessments are seen as individual “snapshots” of a child’s learning needs at a specific time and are most helpful when used in combination to create a most comprehensive view of each child’s process throughout the year.

Lower School Essentials:

- Small classes with an average student-to-teacher ratio of 8:1, allowing students to be deeply known.
- Both half- and full-day options in our early childhood program for three-year-old, prekindergarten, and kindergarten students.
- Varied methodologies including 1:1 instruction, small groups, and whole group instruction.
- Extension classes in math and language arts for students ready to move faster or utilize a more challenging lens.
- Year-round health and well-being activities including daily mindful experiences and an extensive gardening initiative.
- Off-campus trips throughout the year including swimming, skiing, and snowboarding on Winter Fridays.

Academic Subject Overviews

Language Arts

Reading and writing are taught through a workshop approach utilizing small group instruction when appropriate. All grade levels benefit from daily read-alouds. Speaking, listening, word study (phonics), and handwriting are integral parts of literacy development at every level. We encourage students to be self-motivated to read and write for both pleasure and understanding.

- Reading: As readers, students read multiple genres representing a variety of authors and perspectives. Students in early grades learn to read in small and supportive groups and as reading skills strengthen, they use critical reading skills as a foundation for learning across all subject areas.
- Writing: As writers, students learn to plan and compose a variety of texts, such as narrative, informational, and opinion writing using Writers Workshop and Six + One Trait. Handwriting Without Tears is used throughout lower school.

Social Studies

Social studies in the lower school uses an interdisciplinary approach designed to enable students to understand, participate in, and make thoughtful decisions about their world locally and globally. Through conversation, trips off campus, and connections with those beyond or outside of our school, we can enable students to develop a broad and thoughtful view of the similarities and differences inherent in a global society. Social studies explorations at all levels are often integrated with literature, music, art, math, and science.

The lower school social studies continuum moves from forming concepts about the world beyond the classroom and local community to consideration of culture, heritage, and democratic principles.

- The world beyond classroom and local community
- Culture, heritage, and democratic principles
- Global spatial organization (map skills)
- Principles of government and citizenship
- Evolution of communities over time
- U.S. and world history, government, and economics
- Global movement of people, products, and ideas

Math

Encouraging students to think deeply about mathematics, developing resilience, and confidently exploring different problem solving strategies are hallmarks of the lower school program.

Early learners develop a deep number sense and then use Math in Focus through 4th grade to gain understanding through a concrete-pictorial-abstract learning progression. Visual models, including bar models, aid in the ability to visualize mathematical situations. Visual models, along with challenging number talks, help students to develop an essential understanding of relationships among numbers while discovering multiple paths to mathematical solutions.

Science

Lower school science is designed to empower and educate future scientists by providing authentic opportunities and experiences. Students develop the skills and knowledge needed to

be well-informed citizens, to be prepared for advanced study and careers, and to understand and appreciate the role of science in the real world. The science program utilizes hands-on, research-based best practices to harness the natural curiosity of students.

The highly beneficial inquiry process is emphasized through a hands-on and minds-on approach. The lab provides opportunities for students to be actively involved in a variety of scientific investigations that strengthen connections between scientific and engineering practices. Science supports and reinforces the attitude of reflection, respect for logical thinking, and consideration of scientifically based alternate explanations which align with the Next Generation Science Standards.

Art

The lower school visual arts experience provides opportunities for students to develop creative personal expression. Art education enables each student to develop an aesthetic response to a global, cultural, and artistic heritage. Students develop art skills through the exploration and study of a variety of media while exploring the relationship of art to society. Each child's unique artistic experience, statement, and potential are celebrated. Our ultimate goal is for each student to develop a foundation for a positive, lifelong relationship with the arts that includes the ability to create, present, respond, and connect ideas with societal, cultural, and historical context to deepen understanding.

Music

The lower school music curriculum addresses all learning styles and is based on an eclectic collection of best-in-class music education philosophies. Musical skills and elements are introduced in a sequential, child-centered progression. Throughout lower school, students have the opportunity to express themselves creatively, collaborate with their peers, communicate with each other and audiences, think critically, and understand music in relation to history and culture.

Throughout the year, instruction focuses on using the voice, each child's own instrument, as a vehicle to train the ear and enhance musical development. Embedded within the program are a wide variety of experiences including:

- Singing games
- The use of instruments
- Rhythmic and creative movement activities
- Music literacy instruction
- Listening experiences including folk songs, master works, and music of various cultures, time periods, and genres
- Opportunities to compose and create.

Physical Education

Lower school physical education promotes confidence and the desire to be physically active for life. Regular physical education provides the opportunity to attain levels of skill development that will allow the students to participate actively in a myriad of activities. Students learn positive attitudes, concepts, and values that will put them on the path to physical literacy. Students develop social skills including independence, responsibility, leadership, cooperation, sportsmanship, and an appreciation of the capabilities of self and others. The physical education program encourages and fosters the development and maintenance of personal physical fitness.

French

The lower school world language program provides students with the opportunity to develop a more expansive world view through the use of another language and the discovery of multiple perspectives. Language classes are interactive, engaging the whole child through movement, music, sight, and touch. Students participate in small and large group activities as they demonstrate comprehension through physical response and use the language to describe, ask questions, and share information about themselves. Classes are conducted almost entirely in French and use themes as vehicles for language use.

Technology/STEAM

Lower school students have access to a plethora of technologies such as Smartboards, iPads, Chromebooks, and 3D printers to use as tools for authentic learning. They actively participate in hands-on STEAM challenges that include, but are not limited to, robotics, coding, and design thinking in order to enhance their ability to solve problems, think critically, persevere, and collaborate. With this interactive curriculum, Wellington prepares students to be innovative risk takers.

Library

The learning center program at Wellington is designed to empower critical thinking in students as they explore, collaborate, and create. In addition to fostering a community of enthusiastic readers, the curriculum prepares students to be adept researchers, and ethical users of information. Through exploration of literature, inquiry-based research, and media literacy, students are prepared for an information-driven world where they will confidently identify, access, evaluate, and utilize informational resources in all formats.

Guidance

The counseling program at Wellington provides essential tools in building character and preparing our students for life beyond Wellington. The role of the school counselor is to remove barriers, promote a growth mindset, and teach positive behaviors to enhance the learning process. Through collaborative learning experiences, students learn to solve problems, persist through setbacks, and achieve personal goals.

Extension

Extension experiences are offered in 1st-4th grade in flexible grouping to provide differentiated challenges for those students who demonstrate mastery, prior knowledge, or who are ready to work in a broader, deeper, or faster exploration of a topic or unit of study.

Intervention

Limited intervention support is offered to some students who may learn differently or who may need help in building/strengthening foundational skills across subjects. Intervention includes multisensory Orton-Gillingham reading instruction.

Little Jags

Although we actively differentiate in all subjects based on prior knowledge and readiness, Little Jags students will generally focus on the following:

Language Arts

Literacy instructional goals:

- Identifies letter and letter sounds
- Recognizes and produces rhymes
- Isolates beginning, medial, and ending sounds in a word
- Blends compound words and syllables
- Retells known stories and nursery rhymes
- Demonstrates awareness of print concepts
- Speaks with confidence and uses complete and complex sentences
- Sustains longer attention spans during read-alouds and begins to make self-to-text connections

Writing instructional goals:

- Strengthens fine motor skills using playdough, building with small Legos, writing in sand, painting, and other experiences
- Prints uppercase and lowercase letters using correct Handwriting Without Tears letter formation
- Writes own name with legible handwriting
- Understands that words carry meaning and begins to write messages that are meaningful and purposeful

Social Studies

Instructional goals:

- Develops independence in a range of activities
- Uses and accepts negotiations, compromise, and discussion to resolve conflicts
- Demonstrates empathy and caring for others
- Learns and respects classroom rules and understands why we need rules in a shared space
- Demonstrates positive relationships through play and friendship
- Identifies how individuals are similar and different
- Recognizes and describes how families have both similar and different characteristics

Math

Instructional goals:

- Counts using 1:1 correspondence
- Composes and decomposes numbers to 10
- Compares measurements using nonstandard units, events in time and flat and solid shapes
- Identifies and creates patterns
- Orders items by size, length, and weight
- Classifies items by one or two attributes
- Develops a strong understanding of numerals and represents numerals in many different ways

Cognitive Development

Each three- and four-year-old is unique, but many share some of the following characteristics:

- Is energetic and active, needs time for running, jumping, climbing, and dancing

- Might be clumsy; spills and collisions are common
- Is friendly and often talkative
- Begins to establish first friendships and learning to work together
- Learns through constructive play and exploration rather than paper and pencil activities
- Experiments with language and enjoys learning new words
- Enjoys imaginative play and often acts out real-life scenarios so he/she may better understand changes in his/her own lives

(Chip Wood, Center for Responsive Schools)

Prekindergarten

Although we actively differentiate in all subjects based on prior knowledge and readiness, prekindergarten students will generally focus on the following:

Language Arts

Literacy instructional goals:

- Identifies letter and letter sounds
- Recognizes and produces rhymes
- Isolates beginning, medial, and ending sounds in a word
- Blends compound words and syllables
- Retells known stories and nursery rhymes
- Demonstrates awareness of print concepts
- Speaks with confidence and uses complete and complex sentences
- Sustains longer attention spans during read-alouds and begins to make self-to-text connections

Writing instructional goals:

- Strengthens fine motor skills using playdough, building with small Legos, writing in sand, painting, and other experiences
- Prints uppercase and lowercase letters using correct Handwriting Without Tears letter formation
- Writes own name with legible handwriting
- Understands that words carry meaning and begins to write messages that are meaningful and purposeful
- Understands that words carry meaning and begins to write messages that are meaningful and purposeful
- Begins to use invented spelling to independently write

Social Studies

Instructional goals:

- Develops independence in a range of activities
- Uses and accepts negotiations, compromise, and discussion to resolve conflicts
- Demonstrates empathy and caring for others
- Learns and respects classroom rules and understands why we need rules in a shared space
- Identifies and demonstrates safe practices in the home and classroom
- Demonstrates positive relationships through play and friendship
- Identifies how individuals are similar and different
- Recognizes and describes how families have both similar and different characteristics
- Shares how families celebrate occasions such as birthdays and holidays

Math

Instructional goals:

- Counts using 1:1 correspondence
- Composes and decomposes numbers to 10
- Compares measurements using nonstandard units, events in time and flat and solid shapes
- Identifies and creates patterns
- Orders items by size, length, and weight
- Classifies items by one or two attributes

- Develops a strong understanding of numerals and represents numerals in many different ways

Cognitive Development

Each four-year-old is unique, but many share some of the following characteristics:

- Is often friendly, talkative, and enjoys being with friends
- Enjoys being read to, whether individually, in small groups, or as a whole class
- Is energetic and active, needs time for running, jumping, climbing, and dancing
- Might be clumsy; spills and collisions are common
- Is friendly and often talkative
- May have a short attention span and learns through constructive play and exploration rather than paper and pencil activities
- Experiments with language and enjoys learning new words
- Enjoys imaginative play and often acts out real-life scenarios so he/she may better understand changes in his/her own life

(Chip Wood, Center for Responsive Schools)

Although we actively differentiate in all subjects based on prior knowledge and readiness, kindergarten students will generally focus on the following:

Language Arts

Reading instructional goals:

- Recognizes and produces rhymes
- Isolates initial, medial, and ending sounds in a word
- Blends phonemes
- Identifies letter sounds
- Identifies long and short vowel sounds
- Isolates vowel chunks
- Identifies parts of speech
- Begins to recognize homophones
- Blends and segments compound words
- Recognizes and uses contractions
- Understands plural nouns
- Identifies synonyms
- Reads grade-level appropriate Dolch Sight Words
- Orton-Gillingham Instruction (as needed)

Writing instructional goals:

Ideas and Content

- Orally generates a specific topic
- Writes using one focused idea
- Includes supporting details
- Includes spacing between letters and words accurately

Word Choice

- Uses accurate and appropriate action words
- Uses interesting and creative describing words

Organization

- Uses sequence that makes pictures or writing easy to follow
- Uses transition words to sequence thoughts

Conventions

- Includes spacing between letters and words accurately
- Uses correct handwriting strokes to write uppercase and lowercase letters

Social Studies

Instructional goals:

- Describes and compares characteristics of self and others
- Explains how people change over time
- Demonstrates respect for each individual
- Recognizes students' roles and responsibilities of being a good citizen
- Explains the elements of culture, including dress, food, shelter, and stories
- Explains why families and classrooms have rules
- Describes the purpose of a map or globe
- Makes a simple map and identifies cardinal directions on the map
- Identifies the difference between basic wants and needs

Math

Instructional goals:

- Identifies and writes numbers to 100

- Composes and decomposes numbers to 20
- Compares measurements using nonstandard units
- Compares events in time
- Compares sets to identify less and more
- Completes addition and subtraction facts to 5
- Classifies items by one or two attributes
- Identifies and uses ordinal numbers and size and positional words
- Identifies and counts coins
- Writes and represents addition and subtraction stories
- Identifies flat and solid shapes
- Identifies and creates complex patterns
- Uses bar graphs to organize and represent information

Cognitive Development

Each five- and six-year old is unique, but many share some of the following characteristics:

- Is curious and excited to learn
- Loves discovery, new ideas, and asking questions
- Enjoys coloring, drawing, painting and may choose these techniques to express his/her thoughts
- Works in spurts and may tire easily
- Thrives on encouragement and may show competitiveness in sports and friendships
- Enjoys working in groups and using oral language skills to explain thinking
- Feels best supported by adults who value his/her efforts and encourage safe risk-taking

(Chip Wood, Center for Responsive Schools)

Although we actively differentiate in all subjects based on prior knowledge and readiness, 1st grade students will generally focus on the following:

Language Arts

Reading:

- Rhyme recognition and production
- Isolating initial, medial, and ending sounds in a word
- Blending phonemes
- Letter Sounds
- Short and Long Vowels
- Vowel Chunks
- Dolch Sight Words
- Parts of Speech
- Homophones
- Compound Words
- Contractions
- Plural Nouns
- Suffixes
- Synonyms
- Orton-Gillingham Instruction (as needed)

Writing:

Ideas and Content

- One focused topic
- Supporting details

Organization

- Sequence that makes the writing easy to follow
- Transition words to sequence thoughts

Voice

- Language that communicates feelings and the author's voice
- Connection with audience communicating feeling, emotions and voice

Word Choice

- Interesting and creative describing words
- Accurate and appropriate action words

Sentence Fluency

- Sentences that flow smoothly
- Variety of sentences

Conventions

- Few errors in capitalization, punctuation and usage effectively affect meaning
- Correct spelling of high frequency grade-level words appropriate to meaning
- Legible, and good proportioned handwriting

Social Studies: Focus on communities

- Classroom community
- Conflict management
- Urban, suburban, and rural communities
- Community workers
- Celebrations and holidays
- Economics – needs and wants
- Making a difference

Math

- Numbers to 120
- Number bonds
- Addition and subtraction facts and stories to 100
- Addition and subtraction with and without regrouping
- Plane and solid shapes and patterns
- Ordinal numbers and position
- Measurement: Length and weight
- Picture and bar graphs
- Mental math strategies
- Calendar and time
- Repeated addition
- Sharing equally
- Money: Identifying and counting coins
- Adding and subtracting money

Cognitive Developmental Overview

Each six-year old is unique, but many share some of the following characteristics:

- Beginning to understand past and present, and how and why things happen
- More able to see other viewpoints and understand reasons for rules
- Enjoys new ideas and asking questions
- Learns well through games, poems, riddles, and songs
- Very ambitious, often choosing projects that are too hard
- Learns well from field trips and hands-on projects
- Likes doing lots of work; not as concerned with the quality of the work

(Chip Wood, Center for Responsive Schools)

2nd Grade

Although we actively differentiate in all subjects based on prior knowledge and readiness, 2nd grade students will generally focus on the following:

Language Arts

Reading:

- Common sound-spelling patterns
- Recognition of common word parts
- Scaffolding and feedback to support accurate and efficient word identification
- Self-monitoring understanding of the text and self-correction of word-reading errors.
- Oral reading practice with feedback to develop fluent and accurate reading with expression.
- Use and comprehension of inferential language
- Development of narrative language skills
- Academic vocabulary in the context of other reading activities

Writing

Ideas and Content

- Clear and original focus
- Supporting details that enhance the writing
- Few errors in capitalization, punctuation, and usage effectively affect meaning
- Correct spelling of high frequency grade-level words appropriate to meaning
- Legible and proportional handwriting

Organization

- Strong lead that hooks the reader
- Information and details that enhanced the meaning
- Effective ending that satisfactorily end the writing
- Variety of transition words that sequenced thoughts

Voice

- Writer's personality and voice
- Connection with audience communicating with feeling, emotions, and voice
- Expressive, clear, and direct language to engage an audience

Word Choice

- Precise, carefully chosen words that create an image
- Action verbs that enhance the writing
- Figurative language that enhance the writing

Sentence Fluency

- Sentences that flow smoothly
- Different types and lengths of sentences
- Varied sentence beginnings
- Few errors in capitalization and punctuation, and usage effectively affects meaning

Social Studies: Focus on Ohio

- Famous Ohioans
- Early development of Ohio and the United States
- History, geography, government and economy of Ohio
- Early American life in Ohio
- Development and growth of Ohio and its place/influence in the United States
- How ideas and events from the past have shaped Ohio and the United States today

Math

- Numbers to 1,000
- Addition and subtraction to 1,000 (with and without regrouping)
- Bar models: Addition, subtraction, multiplication and division
- Meaning of multiplication and division
- Multiplication tables of 2, 3, 4, 5, and 10
- Metric measurement: Length, mass, and volume
- Mental math and estimation
- Money: Counting and comparing amounts of coins and bills
- Fractions: Understanding, comparing, adding, and subtracting
- Customary measurement of length
- Time
- Picture graphs, bar graphs, and line plots
- Lines and surfaces
- Plane and solid shapes and patterns

Cognitive Development

Each seven-year old is unique, but many share some of the following characteristics:

- Better at understanding ideas such as time, space and quantity
- Learns new words quickly and enjoy writing stories
- Increasing openness to learning math
- Good at classifying
- Listens well and speak precisely
- Enjoys hands-on exploration of how things work
- Bothered by mistakes and work hard to make things “perfect”
- Likes to work slowly and finish what they begin
- Enjoys repeating tasks and reviewing learning

(Chip Wood, Center for Responsive Schools)

Although we actively differentiate in all subjects based on prior knowledge and readiness, 3rd grade students will generally focus on the following:

Language Arts

Reading:

- Common sound-spelling patterns
- Recognition of common word parts
- Scaffolding and feedback to support accurate and efficient word identification
- Self-monitoring understanding of the text and self-correction of word-reading errors
- Oral reading practice with feedback to develop fluent and accurate reading with expression
- Use and comprehension of inferential language
- Development of narrative language skills
- Academic vocabulary in the context of other reading activities

Writing

Ideas and Content

- Narrow, clear, and defined topic
- Quality details that support the topic

Organization

- Organized writing with a logical sequence and order
- Strong lead that is interesting and engaging
- Information and details that support the topic
- Effective ending that connects ideas together

Voice

- Writer's personality and voice
- Connection with audience communicating personal perspective
- Language that brings the topic to life and communicates personal feelings

Word Choice

- Descriptive words that enhance the topic
- Vivid and exact verbs that enhance the writing
- Figurative language that enhance the writing

Sentence Fluency

- Sentences that flow smoothly
- Different types and lengths of sentences
- Varied sentence beginnings

Conventions

- Few errors in capitalization and punctuation, and usage effectively affects meaning
- Correct spelling of high frequency grade-level words appropriate to meaning
- Legible and proportional handwriting

Social Studies: Focus on United States

- Colonial America
- History, geography, government and economy of the United States
- Native American life in the United States
- Westward expansion
- Industrial Revolution and inventors
- Natural resources
- How ideas and events from the past have shaped the United States today

Math

- Numbers to 10,000
- Mental math and estimation
- Addition and subtraction to 10,000
- Addition and subtraction with and without regrouping
- Bar Models: Addition, subtraction, multiplication, and division
- Multiplication tables of 6, 7, 8, and 9
- Multiplication and division
- Money: Addition and subtraction
- Metric Measurement: Length, mass, and volume
- Bar graphs and line plots
- Fractions: Understanding, comparing, and equivalent
- Customary measurement: Length, weight, and capacity
- Time: Telling, adding, subtracting, and elapsed
- Temperature
- Angles and lines
- Two-dimensional shapes
- Area and perimeter

Cognitive Developmental Overview

Each eight-year-old is unique, but many share some of the following characteristics:

- Industrious, impatient, and full of ideas; often take on more than they can handle
- Listens well but may not always remember what they heard
- Getting good at handwriting, handcrafts, and drawing
- Excited but also nervous about exploring the broader world
- May give up when things are hard but soon want to try again
- Interested in rules, logic, and fairness

(Chip Wood, Center for Responsive Schools)

4th Grade

Although we actively differentiate in all subjects based on prior knowledge and readiness, 4th grade students will generally focus on the following:

Language Arts

Reading:

- Common sound-spelling patterns
- Recognition of common word parts
- Scaffolding and feedback to support accurate and efficient word identification
- Self-monitoring understanding of the text and self-correction of word-reading errors
- Oral reading practice with feedback to develop fluent and accurate reading with expression
- Use and comprehension of inferential language
- Development of narrative language skills
- Academic vocabulary in the context of other reading activities

Writing

Ideas and Content

- Addresses the topic with adequate supporting details
- Examples develop the topic well

Organization

- Contained topic, examples, and summary sentences are well connected in a logical order

Voice

- Voice is appropriate to the assignment
- Engages the reader and demonstrates a commitment to the topic

Word Choice

- Varied vocabulary and topic-specific words
- Precise, carefully chosen words that create an image

Sentence Fluency

- Different types and lengths of sentences
- Varied sentence beginnings

Conventions

- Few errors in capitalization and punctuation, and usage effectively affects meaning
- Correct spelling of high frequency grade-level words appropriate to meaning
- Legible and proportional handwriting

Social Studies: Focus on the world

- World geography
- History, geography, government, and economy of countries around the world
- Jacob Lawrence and the Great Migration
- World cultures and religions
- Conflict

Math

- Numbers to 100,000
- Estimation and number theory
- Multiplication and division
- Tables and line graphs
- Data and probability
- Fractions and mixed numbers

- Decimals: Understanding, comparing, rounding
- Decimals: Adding and subtracting
- Angles and line segments
- Squares and rectangles
- Conversion of measurements
- Area and perimeter
- Symmetry
- Tessellations

Cognitive Developmental Overview

Each nine-year old is unique, but many share some of the following characteristics:

- Worries about world events, parents' health, friends, school, etc.
- Works hard and pays attention to detail, but may jump quickly between interests
- Less imaginative than at eight years old
- Wants factual explanations; enjoy scientific exploration
- Has trouble understanding abstractions such as large numbers, long periods of time, and vast areas of space
- Enjoys language and word play
- Begins to see the bigger world, including issues of justice and fairness
- Enjoys "interest" clubs such as arts and crafts, chess, and sports

(Chip Wood, Center for Responsive Schools)