First GradeParent Handboo k

Unity Grove Elementary School
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Please keep this and use as a reference all year.

Reach For the Stars!

Congratulations! You are the parent of a first grader here at Unity Grove Elementary School! You will be amazed at just how much your child will grow this year. During first grade your child will become an accomplished reader and writer! You will see changes in your child's thinking, as he/she becomes familiar with abstract concepts and symbols. Independence will begin to shine. That's the kind of growth you'll see this year!

Ways to Help Your Child Shine

Stars shine the brightest when they are admired -- and that's your job! Staying involved in your child's education is the key to a successful year. Engage your child in conversation about his/her day, but know that children won't always give out much information. Instead of saying "What did you do at school today?" (The answer is often "nothing!"), you can say, "Tell me what you did in math. What did you read today? How is your story coming along in writing workshop? Tell me something good that happened in school!"

Another way to stay involved is to check your child's **S.T.A.R. binder** EVERY evening. You'll usually find it packed with homework, projects, flyers, notices from the office or PTO, as well as notes from me. As daunting as it may be, try to sort through them, and read each one. They often contain important information and reminders. Your child should come to school the next day with a fairly empty binder -- just homework or notes to me!

A Few Procedures

To help keep things "shining", it helps to remember our class procedures.

School Day
Your child should be in the classroom each morning by 7:45. If your child enters the room after bell rings, he/she will be sent to the office for a tardy slip to be admitted to class. Your child will be dismissed by 2:30.

Check-out/Absenteeism
If you are picking your child up early from school, or if someone else is, you must sign him/her out in the office. If your child is absent from school, please send a written excuse with your child the day he/she returns.

Changes in Transportation
If your child will have a change in transportation in the afternoon, you must send a note stating this change. IF WE DO NOT RECEIVE A NOTE, IT IS SCHOOL POLICY THAT WE WILL NOT BE ABLE TO CHANGE YOUR CHILD'S METHOD OF TRANSPORTATION. Please place all notes that I need to see in the green folder in your child's S.T.A.R. binder. It will be your child's responsibility to turn in anything I need to see each morning as part of his/her morning routine.

Lunch
You are welcome to come and eat lunch with your child at any time during the school year. Please send a note with your child so the lunchroom staff will be prepared. Our lunch time is. If you plan on eating lunch with your child, please meet us in the lunchroom.

Money

Your child is responsible for his/her own money. Money can be added to your child's account daily, weekly, or monthly. Money for ice cream will need to be brought daily and separate from lunch money. Ice cream can vary from $.25 to $1.00.

Prices

Lunch	$2.00
Milk	$.30
Visitors	$2.75
Breakfast	$1.15

When you send money for other reasons (field trip, book order, pictures), please place it in your child's money pouch along with a deposit slip (in the money pouch) letting us know what the money is for. If you are writing a check, most will be made out to UGE unless stated otherwise. (Sometimes children bring in money and they don't remember what it was for!)

Communication

Your child will bring home his/her S.T.A.R. binder daily. Please check this daily. The red folder will be filled with completed work each Monday. Please be sure to initial the page inside the folder letting me know you have seen everything.

Dojo

Google calendar

Google +

Your child's progress is very important to me. Please keep in mind that I cannot conference with you during instructional time. I will do my very best to return phone calls and emails by the end of the school day.
Email- mmacdonald@henry.k12.ga.us

Book Orders

Almost everything we do centers around reading wonderful literature! And there's no better way to build up both our classroom and your home libraries than with school book clubs. During the year we will use the **Scholastic Book Clubs,** which offer wonderful, current literature as well as a large selection of easy and beginning reader books which are sometimes difficult to find, but so appropriate for the first grader.

This year, parents will be able to make book club selection online (a class code will be at the top of the flyer) using your credit cards! There will still be the traditional method of sending orders to school and paying by a CHECK made payable to SCHOLASTIC BOOK CLUBS. I will usually send home an order each month. You will have a week to make your selections if you so choose.

Homework

There is a lot of research that suggests that homework is NOT BENEFICIAL for elementary students. I have read a lot of articles this summer trying to decide what will be best for your children that I get to share with you this year! (I will be glad to share what I've read with you, but I encourage you to do a google search as well!) One of the problems, the studies found with the homework given, was that children were spending 3 TIMES LONGER on it than the recommended amount. For first grade, the recommended amount is 10 minutes.

Before I go any further and we bury homework for good, I must stress the importance of reading with your child EVERY SINGLE DAY! Believe me, as a mom of a Kindergartener and First Grader myself, I

understand that our daily lives do not always permit it, things happen, our schedules are busy! But I plead with you to find some time most days to sit down and read with your child. It does not always have to be your child doing the reading- this can become cumbersome for child AND parent! Mix it up- you and your child take turns reading pages of a book together one night, other times you read aloud a favorite, and sometimes let them read a whole book on their level to themselves.

Here is how homework will work in our room this year. Students will come home each week with a math game, sight word bag, and a reader on their independent level. These 3 resources are what you can use for homework throughout the week. Please do not spend more than 10 minutes nightly on homework! If your family has an activity and your child does not have time for homework, do not do it. I would rather your child go to bed and get a full night's rest ready for the next day of learning rather than staying up to do homework. I will be working with your child in small groups weekly and as a result your homework resources will change- sight words will be added to the bag, readers and math games will be switched out.

Our Schedule

Monday	Music
Tuesday	P.E.
Wednesday	Computer Lab
Thursday	Media Center/Guidance
Friday	Art
Everyday	Lunch at
Everyday	Dismissal 2:20-2:30

Water is essential for our learning. Your child is welcome to keep a bottle of water on his/her desk each day as long as it does not create a problem. An old sock to put over the bottle will help keep our tables dry.

S.T.A.R. Binder
Each student will receive a S.T.A.R. (Students That Are Responsible) binder. Here are our S.T.A.R. rules:

S.T.A.R. DO's:

- ✓ Take care of your STAR Binder; it will be used all year!
- ✓ Take your STAR Binder home every day and bring it back each morning.
- ✓ Clean out the "Leave at Home" pocket every evening.

S.T.A.R. Don'ts:

- ✓ Don't make any marks or drawings in or on your STAR Binder.
- ✓ Don't leave your STAR Binder at home, in the car or bus, or at ASEP.
- ✓ Don't let anyone borrow your STAR Binder or tear pages out.
- ✓ Don't put any papers in your STAR Binder that do not belong.

Here are the contents of the binder:

Front Binder Pocket	Parent/teacher communication- something I need for you to see or a note, transportation change I need to see
Back Binder Pocket	Homework resources
1st clear sleeve	School monthly calendar and lunch menu
2nd and 3rd clear sleeve	Sight word resources
4th clear sleeve	99 chart
Green Folder	Student work (Mondays) and general information from school
Family Message Journal	This will be added later.

Birthdays
Birthdays are a big deal, especially when you are in First Grade!

Recess
We will go outside most days.

Discipline
I believe in using a positive discipline plan. I want to encourage children to understand why they should not do certain things, and to gain a better self-awareness when it comes to correct behavior and responsible actions. We will create our rules as a class during the first couple of days of school.

ClassDojo is a web based program which allows teachers to track students' behaviors (positive AND negative) easily and efficiently. The program is based on points, and students can be given positive points for things like being on task, being respectful, participating, or working hard. On the other hand, points can be taken away if students are off task, talking out, or unprepared. Our goal is to fully implement the program right away, but please bear with us as we are learning as we go! ☺

After students have been added to the system, there is a student access code we will give to each student so that they can log on to the website. On the site, they are able to see how many points they have, which positive behaviors were noted, and which negative behaviors they need to work on. Quarterly, students will be able to "cash in" on their points for different prizes and coupons.

One of the greatest features of ClassDojo is that it allows us to send parents a "behavior and skills report" every Friday by e-mail. All you need to do is use the parent access code to get signed up. Our hope is that this will help you better understand the progress of your student's behavior on a week-to-week basis.

Donations

Below you will find a list of items we could ALWAYS use. If you're cleaning out at home or going to the store, please keep our classroom in mind!

Children's books
(even if they are not at the level for our classroom, they WOULD be put to good use in this building!)

Smarties candy

Items for our treasure chest

Wet wipes of any kind (antibacterial or diaper)

Fun pens, pencils, markers

Board games

White lunch bags

Cardstock

Colored copy paper

Reading in First Grade

First graders continue the transition from Kindergarten of understanding letters, words, and sentences to learning to read! They begin to read more fluently. They begin to have a firmer grasp on phonics, They go from decoding words on the page, to developing reading comprehension! They continue to read every day and have books read to them.

1st GradeReading Standards

Reading Literary

ELAGSE1RL1: Ask and answer questions about key details in a text.
ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
ELAGSE1RL3: Describe characters,settings, and major events in a story, using key details.
ELAGSE1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
ELAGSE1RL5: Explain major difference between texts that tell stories and texts that give information.
ELAGSE1RL6: Identify who is telling the story at various points in a text.
ELAGSE1RL7: Use illustrations and details in a story to describe its characters,setting, or events.
ELAGSE1RL8: (Not applicable to literature)
ELAGSE1RL9: Compare and contrast the adventures and experiences of characters in stories.
ELAGSE1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Informational

ELAGSE1RI1: Ask and answer questions about key details in a text.
ELAGSE1RI2: Identify the main topic and retell key details of a text.

ELAGSE1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. ¬ Craft and Structure ¬ Craft and Structure
ELAGSE1RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
ELAGSE1RI5: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.
ELAGSE1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ¬ Integration of Knowledge and Ideas ¬ Integration of Knowledge and Ideas
ELAGSE1RI7: Use illustrations and details in a text to describe its key ideas.
ELAGSE1RI8: Identify the reasons an author gives to support points in a text.
ELAGSE1RI9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
ELAGSE1RI10: With prompting and support, read informational texts appropriately complex for grade 1.

Ways you can help . . .
Reading is more than saying the words or getting from the beginning of the book to the end. To be successful readers, children need to comprehend text. This is more than answering a few questions about the story. Reading is an interactive process in which good readers engage in a constant internal dialogue with the text. The ongoing dialogue helps them understand and elaborate on what they've read. Good readers use the following strategies to unlock meaning:

Fix Up Strategies

Good readers are aware of when they understand and when they don't. If they have trouble understanding specific words, phrases, or longer passages, they use a wide range of problem solving strategies including skipping ahead, rereading, asking questions, using a dictionary and reading the passage aloud. They may even ask you for help in understanding a difficulty.

Schema
When readers fit what they read into what they already know or have experienced, they are using schema. As you read to or with your child think about:
Making Connections

- How can you connect what you read to your own life? That character reminds me of……because….This house (family, dog, problem) is like ours because….
- How can you connect the reading to another book?
- How can you connect the reading to events happening in our world?

Author Schema

- What do you about the author that might help you to anticipate what happens in the story? Does the author like surprise endings? Does the author often use the same characters? This kind of understanding really helps young readers when they are reading within a series, like Magic Tree House or ABC Mysteries.

Prior Knowledge

- Help your child think about the title and pictures before he or she reads and use what they know to make predictions. Good readers use their knowledge before, during and after reading to enhance their understanding of what they are reading.

Identify Lack of Schema

- When you don't make many connections, when you aren't familiar with the author and don't know much about the subject, reading is harder. Good readers need to have a plan for this kind of challenge.
- Encourage your child to ask questions about unfamiliar topics. Use the internet, the dictionary and other reference materials to research unfamiliar topics or authors.

Ask Questions

When readers question the text before, during and after they read, they attend more closely to the story. Good readers generate questions before, during, and after reading to clarify meaning, make predictions, and focus their attention on what's important.

Before Reading

- What do you think will happen?
- Why do you suppose….?

During Reading

- Why do you suppose….?
- What do you think….?
- I wonder why….?
- How come….?

After Reading

- What would have happened if….?
- I wonder why the author….?
- I wonder where we could look to find out more about…..?

It is important for readers to understand some of the most interesting questions we have aren't always answered in the story!

Create Mental Images

When readers can use their senses to help them imagine what they might smell, hear, see, taste or feel as they read, they get more emotionally involved with what they read which leads to deeper understanding.

- Imagine what a character or setting looks like….
- What kinds of things do you imagine hearing? Smelling? Tasting? Feeling?

Making Inferences

More than simple prediction, inferring happens when readers can take what they know and what is written in the book to "read between the lines." The ability to infer helps the reader get to the "why" of the story. You can help your reader to use inference to:

- Think about why a character takes an action.
- How a character feels in a certain situation.
- Why an author made certain choices as he or she was writing the book.

Good readers use their prior knowledge and information from what they read to make predictions, seek answers to questions, draw conclusions, and create interpretations that deepen their understanding of the text.

Determining Importance

Readers need to prioritize as they read. It is related to main idea and identifying themes. It is a critical skill for students as they encounter textbooks and nonfiction. Good readers can distinguish between important and unimportant information.

Identifying Themes

- What kind of message is the author sending?

Prioritizing Information

- What are the critical ideas?
- What is just interesting without being important?

Synthesize Information

When you set out to make Chocolate Chip Cookies and begin to gather up the ingredients, you don't have cookies until the measuring, mixing and baking is done. You begin with all the needed ingredients and somehow, you synthesize them into those tasty cookies that disappear so fast! When a reader can use all the comprehension tools described above to take a book and truly make it their own through masterful retelling, they are synthesizing! Good readers track their thinking as it evolves during reading to get the overall meaning.

But Don't Forget to…

- Continue to read to your child every day and vary the type of material
- Have your child read independently, read to a sibling or read to you every day
- Play word games by describing a familiar object using only adjectives (cold, angular, frosty, etc.) Can you identify the objects? (Ice cube)
- Help your child learn about words with the same meaning.
- When reading a chapter book, ask your child to summarize the previous day's selection before continuing to read together.
- Talk about why you read the newspaper, magazines and books.
- Read for information. Pay attention to those maps, charts and graphs.
- Provide time for your child to read at night
- Make regular visits to the library, create a home library for your child

Writing in First Grade

Writing becomes more independent for first graders, and they become much more conscientious about the audience they are writing for. First graders begin to use more symbolic language such as concepts (courage, freedom, time, seasons) in their writing and verbal interactions.

Conventions become a part of the everyday writing experience for second graders. They learn important parts of speech and how to manipulate language to suit their contexts. They expand sentences and learn new sentence structures and the punctuation that occurs with them. Their written and spoken language becomes much more complex. Second graders show evidence of a vastly expanding language repertoire, including the use of a variety of language registers. They engage in a variety of language and literary activities as they gain independence and mastery of reading, writing, speaking, and listening. Students also write in a variety of genres.

2nd GradeWriting Standards

ELA2W1 The student begins to demonstrate competency in the writing process. The student
a. Writes text of a length appropriate to address a topic and tell the story.
b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).
c. Uses transition words and phrases. d. Begins to create graphic features (charts, tables, graphs).
e. Begins to use appropriate formatting conventions for letter writing (e.g., date, salutation, body, closing).
f. Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an opinion.
g. Begins to write a persuasive piece that states and supports an opinion.
h. Pre-writes to generate ideas orally.
i. Uses planning ideas to produce a rough draft.
j. Rereads writing to self and others, revises to add details, and edits to make corrections.
k. Creates documents with legible handwriting.

l. Consistently writes in complete sentences with correct subject/verb agreement.
m. Uses nouns (singular, plural, and possessive) correctly.
n. Uses singular possessive pronouns.
o. Uses singular and plural personal pronouns.
p. Uses increasingly complex sentence structure.
q. Uses common rules of spelling.
r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple and compound).
s. Begins to use commas (e.g., in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade-appropriate abbreviations.
t. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
u. Recognizes appropriate uses of quotation marks.
v. Uses the dictionary and thesaurus to support word choices.

ELA2W2 The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature. The student produces a narrative that:
a. Captures a reader's interest by writing a personal story in first or third person consistently.
b. Begins to write fantasy/imaginary stories.
c. Begins to sustain a focus.
d. Includes the appropriate purpose, expectations, and length for the audience and genre.
e. Develops characters and setting using sensory details (descriptive adjectives and strong verbs).
f. Uses organizational structures (beginning, middle, end, and sequence of events) and strategies (transitional words/phrases, time cue words).
g. Begins to develop characters through action and dialogue.
h. Develops a sense of closure.
i. May include pre-writing.
j. May include a revised and edited draft.
k. May be published.

The student produces informational writing that:
a. Captures a reader's interest.
b. Begins to sustain a focused topic.
c. Includes the appropriate purpose, expectations, and length for the audience and genre.
d. Adds facts and details.
e. Uses organizational structures for conveying information (chronological order, similarities and differences, questions and answers).
f. Uses graphic features (charts, tables, graphs).
g. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
h. Develops a sense of closure.
i. May include pre-writing.
j. May include a draft that is revised and edited.
k. May be published

The student produces a persuasive piece of writing that:
a. Captures a reader's interest by stating a clear position/opinion.
b. Begins to sustain a focus.
c. Includes the appropriate purpose, expectations, and length for audience and the genre.
d. Adds supportive details throughout.
e. Uses appropriate formats (letter, list of pros and cons, advertisement).
f. Develops a sense of closure.
g. May include pre-writing.
h. May include a revised and edited draft.

i. May be published.

The student produces a response to literature that:
a. Captures a reader's interest by stating an opinion about a text.
b. Demonstrates understanding of the text and expresses and supports an opinion.
c. Makes connections: text-to-self, text-to-text, text-to-world using details from the reading selection.
d. Uses organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text).
e. Develops a sense of closure.
f. May include pre-writing.
g. May include a draft that is revised and edited.
h. May be published.

Ways you can help in writing. . .

- Work together to make a list of topics that are important and interesting to your child
- Play word games, such as rhyming games, opposites, I spy etc.
- Encourage letter writing for developing a sense of voice, audience, and purpose.
- Read things aloud and talk about how they sound
- Help your child use a dictionary to check spelling, or spell-check on a computer
- Share different types of literature with your child (fairy tales, classics, science fiction, mystery)
- Encourage your child to write notes, invitations, grocery lists, thank-you notes, letters, journals…
- Talk about how they might take a story from a book and write their own version.

2nd GradeMath Standards

By the end of grade two, students will understand place value and number relationships in addition and subtraction and use simple concepts of multiplication. They will measure length with appropriate units. Students will classify shapes and see relationships among them by recognizing their geometric attributes. They will know the relationships of time and count back change. The students will collect, analyze, and interpret data using bar graphs and Venn diagrams.

Numbers and Operations

M2N1. Students will use multiple representations of numbers to connect symbols to quantities.
a. Represent numbers using a variety of models, diagrams, and number sentences (e.g., 4703 represented as 4,000 + 700 + 3, and units, 47 hundreds + 3, or 4,500 + 203).

b. Understand the relative magnitudes of numbers using 10 as a unit, 100 as a unit, or 1000 as a unit. Represent 2-digit numbers with drawings of tens and ones and 3-digit numbers with drawings of hundreds, tens, and ones.
c. Use money as a medium of exchange. Make change and use decimal notation and the dollar and cent symbols to represent the collection of coins and currency.

M2N2. Students will build fluency with multi-digit addition and subtraction.
a. Correctly add and subtract two whole numbers up to three digits each with regrouping.
b. Understand and use the inverse relation between addition and subtraction to solve problems and check solutions.
c. Use mental math strategies such as benchmark numbers to solve problems.

d. Use basic properties of addition (commutative, associative, and identity) to simplify problems (e.g. 98 + 17 by taking two from 17 and adding it to the 98 to make 100 and replacing the original problem by the sum 100 + 15).
e. Estimate to determine if solutions are reasonable for addition and subtraction.

M2N3. Students will understand multiplication, multiply numbers, and verify results.
a. Understand multiplication as repeated addition.
b. Use repeated addition, arrays, and counting by multiples (skip counting) to correctly multiply 1-digit numbers and construct the multiplication table.
c. Use the multiplication table (grid) to determine a product of two numbers.
d. Use repeated subtraction, equal sharing, and forming equal groups to divide large collections of objects and determine factors for multiplication.

M2N4. Students will understand and compare fractions.
a. Model, identify, label, and compare fractions (thirds, sixths, eighths, tenths) as a representation of equal parts of a whole or of a set.
b. Know that when all fractional parts are included, such as three thirds, the result is equal to the whole.

M2N5. Students will represent and interpret quantities and relationships using mathematical expressions including equality and inequality signs (=, >, <, ≠).
a. Include the use of boxes or ___ to represent a missing value.
b. Represent problem solving situations where addition, subtraction or multiplication may be applied using mathematical expressions.

Measurement
M2M1. Students will know the standard units of inch, foot, yard, and metric units of centimeter and meter and measure length to the nearest inch or centimeter.
a. Compare the relationship of one unit to another by measuring objects twice using different units each time.
b. Estimate lengths, and then measure to determine if estimations were reasonable.
c. Determine an appropriate tool and unit for measuring.

M2M2. Students will tell time to the nearest five minutes and know relationships of time such as the number of seconds in a minute, minutes in an hour and hours in a day. M2M3. Students will explore temperature.
a. Determine a reasonable temperature for a given situation.
b. Read a thermometer.

Geometry
M2G1. Students will describe and classify plane figures (triangles, square, rectangle, trapezoid, quadrilateral, pentagon, hexagon, and irregular polygonal shapes) according to the number of sides and vertices and the sizes of angles (right angle, obtuse, acute).

M2G2. Students will describe and classify solid geometric figures (prisms, pyramids, cylinders, cones, and spheres) according to such things as the number of edges and vertices and the number and shape of faces and angles.
a. Recognize the (plane) shapes of the faces of a geometric solid and count the number of faces of each type.
b. Recognize the shape of an angle as a right angle, an obtuse, or acute angle.

M2G3. Students will describe the change in attributes as two and three-dimensional shapes are cut and rearranged.

Data Analysis and Probability
M2D1. Students will create simple tables and graphs and interpret their meaning.

a. Create, organize and display data using pictographs, Venn diagrams, bar graphs, picture graphs, simple charts, and tables to record results with scales of 1, 2 and 5.
b. Know how to interpret picture graphs, Venn diagrams, and bar graphs.

Process Standards

M2P1. Students will solve problems (using appropriate technology).
a. Build new mathematical knowledge through problem solving.
b. Solve problems that arise in mathematics and in other contexts.
c. Apply and adapt a variety of appropriate strategies to solve problems.
d. Monitor and reflect on the process of mathematical problem solving.

M2P2. **Students will reason and evaluate mathematical arguments.**
a. Recognize reasoning and proof as fundamental aspects of mathematics.
b. Make and investigate mathematical conjectures.
c. Develop and evaluate mathematical arguments and proofs.
d. Select and use various types of reasoning and methods of proof.

M2P3. **Students will communicate mathematically.**
a. Organize and consolidate their mathematical thinking through communication.
b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
c. Analyze and evaluate the mathematical thinking and strategies of others.
d. Use the language of mathematics to express mathematical ideas precisely.

M2P4. Students will make connections among mathematical ideas and to other disciplines.
a. Recognize and use connections among mathematical ideas.
b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
c. Recognize and apply mathematics in contexts outside of mathematics.

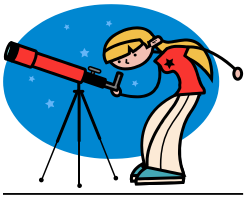
M2P5. Students will represent mathematics in multiple ways.
a. Create and use representations to organize, record, and communicate mathematical ideas.
b. Select, apply, and translate among mathematical representations to solve problems.
c. Use representations to model and interpret physical, social, and mathematical phenomena.

Ways you can help in math. . .

- Find pictures or create things to count. As you count, circle or make groups of 10. Count by 10's and then count by 1's to find the total
- Practice one number fact-family a day (7+6=13, 6+7=13, 13-6=7, 13-7=6)
- Pick a favorite number, and find different pairs of numbers that can be added to or subtracted from that number. "How many ways can we make 24?" (24=13+11, 22+2, 15+9, 4+20, 28-4,etc.)
- Ask questions about coins and their values. "How many different ways can you make 16 cents?"
- Give your child money to pay for an item and have them predict how much change they will receive
- Use a string and then a measuring tape to measure how far it is from your child's shoulder to fingertip, from heel to end of toes, etc. using inches and feet. Make a family comparison chart.
- Look for shapes in each room of your home that can be identified by name. Windowpanes might be rectangles; balls might be spheres, etc.
- Create problems to solve, for example, "You went to the park and counted a total of 12 wheels. How many tricycles and bikes could you have seen?"
- Talk to your child about how you use math when you follow a recipe, go to the bank, check temperatures, etc.

Concepts/Skills Learned in Kindergarten and First Grade to Maintain

- Fluency with single digit addition/subtraction facts to 18
- Fair trades with coins or bills
- Duration and sequence of events
- Number patterns-skip count
- odd/even
- Fact families
- Fractions: halves, fourths
- Tally marks
- Picture graphs
- Estimation: rounding to nearest ten
- Telling time
- Measurement – estimating, comparing, and ordering
- Basic geometric figures and spatial relationships



2nd GradeScience Standards

Second grade students raise questions about the world around them and seek answers by making observations and exploring. At the appropriate times, students will ask, “How do you know?” and will attempt to answer the question. They will use whole numbers as well as basic fractions (such as one-half and one-fourth) to identify and analyze scientific data. Second graders will find sums and differences of single digit numbers and then justify the answer. They will give rough estimates to problems and estimate lengths, weights, and time intervals. They will explain to others how to solve numerical problems related to a science activity. Second grade students know to follow safety rules.

Change

Second grade students apply ideas to things in the world. They push, pull, and manipulate things to see what will happen. They observe changes of plants and animals as they grow and change. They observe the changing patterns of the moon and stars. As a result, second grade students become aware of changes that take place. They form ideas as to whether the changes are natural or manipulated.

Habits of Mind

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S2CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.

b. Readily give the sums and differences of single-digit numbers in ordinary, practical contexts and judge the reasonableness of the answer.

c. Give rough estimates of numerical answers to problems before doing them formally.

d. Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measuring.

S2CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

a. Use ordinary hand tools and instruments to construct, measure, and look at objects.
b. Assemble, describe, take apart, and reassemble constructions using interlocking blocks, erector sets and other things.
c. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.

S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Identify the parts of things, such as toys or tools, and identify what things can do when put together that they could not do otherwise.
b. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
c. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.
d. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.

S2CS5. Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.
b. Draw pictures (grade level appropriate) that correctly portray features of the thing being described.
c. Use simple pictographs and bar graphs to communicate data.

The Nature of Science

S2CS6. Students will be familiar with the character of scientific knowledge and how it is achieved.

Students will recognize that:

a. When a science investigation is done the way it was done before, we expect to get a similar result.
b. Science involves collecting data and testing hypotheses.
c. Scientists often repeat experiments multiple times and subject their ideas to criticism by other scientists who may disagree with them and do further tests.
d. All different kinds of people can be and are scientists.

S2CS7. Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

a. Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other.
b. In doing science, it is often helpful to work as a team. All team members should reach their own individual conclusions and share their understandings with other members of the team in order to develop a consensus.
c. Tools such as thermometers, rulers and balances often give more information about things than can be obtained by just observing things without help.
d. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets.

Earth Science

S2E1. Students will understand that stars have different sizes, brightness, and patterns.

a. Describe the physical attributes of stars—size, brightness, and patterns.

S2E2. Students will investigate the position of sun and moon to show patterns throughout the year.

a. Investigate the position of the sun in relation to a fixed object on earth at various times of the day.

b. Determine how the shadows change through the day by making a shadow stick or using a sundial.
c. Relate the length of the day and night to the change in seasons (for example: Days are longer than the night in the summer.).
d. Use observations and charts to record the shape of the moon for a period of time.

S2E3. Students will observe and record changes in their surroundings and infer the causes of the changes.

a. Recognize effects that occur in a specific area caused by weather, plants, animals, and/or people.

Physical Science

S2P1. Students will investigate the properties of matter and changes that occur in objects.

a. Identify the three common states of matter as solid, liquid, or gas.
b. Investigate changes in objects by tearing, dissolving, melting, squeezing, etc.

S2P2. Students will identify sources of energy and how the energy is used.

a. Identify sources of light energy, heat energy, and energy of motion.
b. Describe how light, heat, and motion energy are used.

S2P3. Students will demonstrate changes in speed and direction using pushes and pulls.

a. Demonstrate how pushing and pulling an object affects the motion of the object.
b. Demonstrate the effects of changes of speed on an object.

Life Science

Teacher note: Instruct students not to touch wild plants and animals when they observe them. Always wash hands after handling any plants or animals. Caution students not to eat wild plants they find.

S2L1. Students will investigate the life cycles of different living organisms.

a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.
b. Relate seasonal changes to observations of how a tree changes throughout a school year.
c. Investigate the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time.
d. Identify fungi (mushroom) as living organisms.

Ways you can help in science . . .

- Encourage your child to pose questions and allow them to answer these questions through experimentation
- Talk about how you use science in your daily life
- Read stories together about famous scientists and inventors
- Observe the night sky- stars, phases of the moon, and changes during different seasons of the year.
- Plant some seeds and talk about the changes through it's life cycle.
- Take a walk and point out different living organisms.
- Take a trip to a lake or pond and look for all the different living things in and around it.
- Classify things into solids, liquids, or gasses.
- Use sidewalk chalk to measure lengths of shadows at different times during the day.

2nd GradeSocial Studies Standards

Historical Understandings

SS2H1 The student will read about and describe the lives of historical figures in Georgia history.

a. Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).

b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).

SS2H2 The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.

a. Describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources.

b. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.

Geographic Understandings

SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia's surface.

a. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau.

b. Locate the major rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint.

SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creeks and Cherokees.

a. Identify specific locations significant to the life and times of each historic figure on a political map.

b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.

c. Describe how each historic figure adapted to and was influenced by his/her environment.

d. Trace examples of travel and movement of these historic figures and their ideas across time.

e. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live.

Government/Civic Understandings

SS2CG1 The student will define the concept of government and the need for rules and laws.

SS2CG2 The student will identify the roles of the following elected officials:

a. President (leader of our nation)

b. Governor (leader of our state)

c. Mayor (leader of a city)

SS2CG3 The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

SS2CG4 The student will demonstrate knowledge of the state and national capitol buildings by identifying them from pictures and capitals of the United States of America (Washington, D.C.) and the state of Georgia (Atlanta) by locating them on appropriate maps.

Economic Understandings

SS2E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.

SS2E2 The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first-served; personal characteristics; and others).

SS2E3 The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.

SS2E4 The student will describe the costs and benefits of personal spending and saving choices.

Ways you can help in social studies. . .

- Look at a map of Georgia and have your child highlight the major rivers and outline the regions.
- Create and discuss a timeline of special events in your child's own life.
- Visit a Georgia rest area and collect pamphlets and/or brochures pertaining to famous Georgians, Georgia government, and/or Georgia's history.
- Visit www.georgia.gov
- Begin a personal allowance system with your child to teach spending and saving.
- Have your child write a letter (or email) to get information on Washington, D.C.

Going to have a great year
A little about me