

# WHAT'S HAPPENING IN THE K-2 CLASSROOMS

2011-2012



Cranford Public Schools  
Cranford, New Jersey

## **K-2 VISION/MISSION STATEMENT**

*The Cranford Public Schools will strive to create a safe and meaningful learning environment for all the children in Grades K-2. We believe that each child is a special and unique individual who should be taught at his/her developmental level. Exposure to planned, active, appropriately challenging learning experiences will provide the skills required to reach each child's full potential.*

*Our schools community will provide our students with the intellectual, emotional, and physical, and social experiences they will need to meet the challenges of the 21<sup>st</sup> century. We will employ positive approaches that encourage cooperation, problem solving, creative thinking, respect for others, and a love of learning which will enable them to become life long learners.*

### **THE K-2 CURRICULUM, THE NEW JERSEY CORE CURRICULUM CONTENT STANDARDS and THE COMMON CORE STATE STANDARDS**

The New Jersey Core Curriculum Content Standards were first adopted by the State Board of Education in 1996. The standards describe what students should know and be able to do upon completion of a thirteen-year public education. Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas:

- Visual and Performing Arts
- Comprehensive Health and Physical Education
- Language Arts Literacy
- Mathematics
- Science
- Social Studies
- World Languages
- Technological Literacy
- Career Education and Consumer, Family and Life Skills

Developed by panels of teachers, administrators, parents, students and representatives from higher education, business and the community, the standards were influenced by national standards, research based practice and student need. The standards define a “thorough and efficient education” as guaranteed in 1875 by the New Jersey Constitution

Complete copies of these standards are available in the school offices and at the public library. All of the standards can also be found on the Department of Education's web site: [www.state.nj.us/education](http://www.state.nj.us/education). All districts in New Jersey are expected to address all of these standards through their curriculum. Each student's progress toward achieving these standards is measured by state-wide assessment tests presently scheduled to be administered in grades 3 - 8 and grade 11.

The Cranford Public Schools are committed to ensuring that all district curriculums meet and exceed the state standards. A plan is in place to ensure that all district curricula are aligned with the Core Standards and that teachers are receiving ongoing support and guidance in

implementing the standards through the district's ambitious program of professional development. All district curricula are routinely assessed for effectiveness and relevancy and are revised to reflect the best educational practices and strategies.

The K-2 students are exposed to the different standards throughout their daily activities, both formally and informally. Cranford's commitment to providing a well-rounded, multi-model approach to learning incorporates all of the standards to help our students become valuable contributors to society in the future.

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). Building on the excellent foundation of the New Jersey Core Curriculum Content Standards, the Common Core State Standards provide a consistent, clear understanding of what students are expected to learn in English Language Arts and Mathematics. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The Common Core State Standards will be introduced and implemented in the next three years. The Standards can be found on the Common Core State Standards Initiative's web site: [www.corestandards.org](http://www.corestandards.org)

### **LANGUAGE ARTS LITERACY**

The Language Arts program encompasses *reading, writing (spelling, grammar, communication, handwriting), listening, speaking, and viewing*. The understandings and skills of each element of the Language Arts program are not isolated, but integrated, interactive and embedded in all subject areas across the curriculum.

Our elementary literacy instruction is literature based and follows wise practice in a balanced approach that includes modeled reading/ writing, shared reading/ writing, guided reading/ writing and independent reading/ writing (Writer's Workshop). This approach provides students with the necessary tools to use oral language successfully, to read and comprehend print, and to write with clarity, purpose, and for a variety of audiences.

**In guided reading**, the teacher works with a small group of students. This group is comprised of students who have similar reading behaviors and processes.

**In shared reading**, the teacher introduces and reads an enlarged text or a small text of which each child has a copy.

**In independent reading**, the children read to themselves or with parents.

**In modeled reading**, the teacher reads aloud to model fluency and expression.

### **ESSENTIAL QUESTIONS**

#### **Reading:**

- What do good readers do?
- What habits and strategies do good readers use in their reading lives?
- How does reading help us connect with ideas, feelings, other people, and the world around us?

**Writing:**

- What makes writing worth reading?
- What do good writers do?

**Listening:**

- What do good listeners do?

**Speaking:**

- What do good speakers do?

**Viewing/Media:**

- How do we use what we view?

**LANGUAGE ARTS GOALS and NEW JERSEY  
CORE CURRICULUM CONTENT STANDARDS IN LANGUAGE LITERACY**

1. Students will become confident and effective readers.
  - NJ Standard 3.1 Students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
2. Students will become confident and effective writers.
  - NJ Standard 3.2 Students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
3. Students will develop effective oral language skills.
  - NJ Standard 3.3 Students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
4. Students will develop effective listening skills.
  - NJ Standard 3.4 Students will listen actively to information from a variety of sources in a variety of situations.
5. Students will view and understand text and non-textual information.
  - NJ Standard 3.5 Students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources (viewing and media literacy).

**Grade-Level Proficiencies:**

Student proficiencies for each grade level have been developed for our literacy program and can be found at the end of this booklet. These are assessed throughout the school year and are reported to parents on report cards and at parent conferences.

**MATHEMATICS**

The purpose of the district mathematics program is to provide young students with experiences that will allow them to develop mathematical reasoning and acquire basic mathematical concepts and skills. The primary curriculum makes widespread use of manipulatives (concrete objects) for deeper understanding.

The curriculum is designed to provide students with growth in competencies essential to mathematical growth. As they learn mathematics, they will develop increasingly sophisticated problem-solving skills, a range of mathematical “habits of mind,” and increasing sophistication in mathematical reasoning. In addition, students will become increasingly proficient in oral and written mathematical expression, as they gain fluency in the language of mathematics and ability to make connections within mathematics.

Central to the curriculum are standards for mathematical education, which specify instructional goals. The standards include:

- *Counting and Cardinality*: know number names and the count sequence, count to tell the number of object, compare numbers, understand numbers, know ways of representing numbers.
- *Operations and Algebraic Thinking*: understand addition as putting together and adding to and understand subtraction as taking apart and taking from, understand and apply properties of operations and the relationship between addition and subtraction, add and subtract within 20, work with addition and subtraction equations, represent and solve problems involving addition and subtraction.
- *Number and Operations in Base Ten*: extend the counting sequence, understand place value, use place value understanding and properties of operations to add and subtract
- *Measurement and Data*: describe and compare measurable attributes, classify objects and count the number of objects in each category, measure lengths indirectly and by iterating length units, measure and estimate lengths in standard units tell and write time, relate addition and subtraction to length, work with time and money, represent and interpret data
- *Geometry*: Identify and describe shapes, analyze, compare, create and compose shapes, reason with shapes and their attributes
- *Math Practices*: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning

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Student proficiencies for each grade level have been developed for our Mathematics program and can be found at the end of this booklet. These are assessed throughout the school year and are reported to parents on report cards and at parent conferences

## **SCIENCE**

The goal of the district science program is to stimulate and challenge the students at an early age in order to enable them to achieve scientific literacy. All students engage in science experiences that promote the ability to ask, find or determine answers to questions derived from natural

curiosity about everyday things and occurrences. Through problem solving, decision making, and critical thinking, students will gain the knowledge and understanding of scientific concepts and processes.

The program focuses on the four major strands of science: physical, life, earth, and health. These strands are vertically articulated throughout the grade levels. Further embedded in the program is the belief and practice that students must experience science and scientific processes, such as planning, predicting, observing, classifying, measuring, comparing, interpreting, analyzing, and communicating their ideas. This is done through adherence to the scientific method and the use of experiments. The premise being that science is experienced as an active process in which inquiry is central to learning. The program is enhanced by providing a strong contextual background to the experiments, including appropriate content delivered in a multimedia fashion through the use of textbooks, equipment kits, videos, CD ROMs, interactive websites, science center connection kits, transparencies and timelines.

In keeping with a focus on context, science is presented in connection with other subject disciplines and as an authentic part of our everyday lives and our real world. Students will be led to examine the world around them and to come to understand how science is an active part of that world, including the prevalence of scientific careers.

It is our belief that as students explore, discover, and come to understand science fully, it becomes for them a fun and engaging subject relevant to all areas of their lives.

### **SOCIAL STUDIES**

The social studies curriculum is an important part of each child's education. Through it, we hope to instill a sense of purpose for them in their community and in the world.

In the primary grades, the study of communities is the beginning of a child's awareness of the relationship between family and school. We hope to create within the child a consideration of their immediate physical environment and that of the larger world. The students utilize basic map and globe skills to locate places both near and far.

To broaden the students' understanding of the customs of their own culture and the cultures of other countries, the students exchange knowledge and learn about a variety of American and multi-cultural holidays. They identify some symbols of American culture and those of other countries. The students also recognize famous men and women who have had an impact on our nation and world.

Educators utilize a variety of resources to implement the social studies curriculum. The Lions - Quest program and the Holocaust/genocide course of studies are followed. Teachers also use the social studies text published by McGraw-Hill Publishing Company, which incorporates big books, posters, and related literature. Materials from the district's language arts programs are often integrated into social studies lessons. Readings from child-friendly newspapers and periodicals like the "Weekly Reader" also reinforce important social studies topics and current events.

Parents and guest speakers are invited to share their experiences with the children. Technology is also used within the classroom to promote learning. Computer programs, streaming videos, CD ROMs, videos, audiotapes and other manipulatives bring social studies topics to life for the children.

### **HEALTH AND PHYSICAL EDUCATION**

A concern for all aspects of a child's development is an essential part of educational philosophy. The responsibility for your child's health and physical education program is shared by the classroom teacher and a physical education specialist who works with your child for one period per week. Through the Lions - Quest Program and the HIV/AIDS and family life curriculum, the students develop interpersonal skills that promote self-esteem, positive decision making, cooperation, and the development of healthful life-styles.

In physical education, the students develop large and small muscles, coordination skills and spatial relationships while exercising their bodies. Age-appropriate activities are carefully chosen to help students experience a sense of healthful competition and a sense of fair play. The children's safety is stressed at all times.

#### **Character Education / Lions - Quest Program**

"Character education" seeks to provide our children with the skills required to become ethical, responsible, caring people. Character education leads students to knowing, believing in and acting upon core ethical values. The Lions Quest "Skills for Growing" curriculum is the comprehensive (K-5) character education program utilized by the Cranford Public Schools. This curriculum brings together parents and educators to teach children important life skills within a caring and consistent environment. The program teaches skills in four main areas: self-discipline, responsibility, good judgment and respect for others. Character traits such as respect, trustworthiness, kindness, fairness, responsibility and citizenship are presented through literature and language arts within the classroom setting.

### **WORLD LANGUAGES**

The Cranford Public Schools District provides elementary students from first through fifth grade with a well-articulated and comprehensive Spanish program. Program goals reflect the New Jersey Core Curriculum Standard for World Languages which indicate that New Jersey students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.

In grade one, Spanish teachers use the target language to help students begin to understand the differences between English and Spanish pronunciation and accent. Throughout the course of the year, students increasingly develop the ability to appropriately respond in action and word to directions given in Spanish. As students continue their language exploration in grade two, they further their understanding of Spanish accent and pronunciation through increased exposure to vocabulary and expressions used to communicate in basic ways.

As students explore Spanish in grades three, four and five, the World Language specialists purposefully and increasingly establish an immersion experience where students are engaged in

authentic communicative tasks that directly relate to their everyday lives. They are taught through a variety of methods that link communication, culture, connections and communities with the regular grade level curricula. Elementary Spanish teachers work collaboratively with their counterparts in each school to ensure that program goals and objectives consistently support differentiated and proficiency- based instructional practices.

The goal of the Spanish program in grades one through five is to lead the elementary child toward increased second language proficiency and enhanced cultural understanding while preparing each child for continued study at the middle school level.

### **THE ARTS**

We believe that an education in the visual and performing arts is an essential part of the primary grade curriculum. Through art and music activities, children practice a wide range of skills significant to many aspects of life and work. Indeed, arts education has the potential to make an important contribution to a child's intellectual, social, and emotional disciplines. The arts provide children with a powerful means to communicate ideas, thoughts and feelings. Exposure to art and music enriches understanding of human experience across cultures and histories, and speaks positively about the accomplishments of men and women of different ethnic, racial and cultural backgrounds.

The responsibility for arts education in the primary grades is shared by the classroom teacher and a subject-area specialist; i.e. a certified music and art teacher. Children in kindergarten receive instruction from an art and music specialist for one period every other week. Students in grade one and two receive instruction from an art and music specialist for one period every week. Although teachers are responsible for addressing specific objectives and skills detailed in the district art and music curricula, children may also develop art projects as an outgrowth or extension of their science or math lessons. Similarly, music can be used to reinforce concepts discussed in social studies or language arts.

Above all, the emphasis in arts education in the primary grades is on *active* learning. Children learn by *doing*. Through activities like singing, dancing, drawing, and painting, students develop creativity and practice important critical thinking and decision-making skills as they express themselves and gain self-confidence.

### **TECHNOLOGY**

The Cranford School District is responsible for ensuring that technology for grades K-2 reflects relevant content and instructional strategies that are consistent with New Jersey's Core Curriculum Content Standards. In support of these standards, key components have been developed to integrate the use of technology in the work of schools.

#### **1. Development of lifelong learners:**

- Assures skillful use of technology to support the development of lifelong learning skills and process skills such as critical thinking, problem solving and collaboration, which are essential to success in our rapidly changing information age.

- Technology allows us to serve better the diverse learning styles of our students.

## 2. Integration of technology in the classroom

- Expands classroom tools for teaching and learning include the interactive whiteboard in every K-2 classroom.
- Enables teachers and students to communicate with the world and the community more effectively, access and process information, and work productively.
- Enables teachers and students to utilize our new digital web-based math program: enVision Math.
- Links the classroom to the world-wide web with an unlimited number of educational resources.
- Creates a collaborative environment for project-oriented activities.
- Encourages the use of multimedia tools and interactive websites that enable students to become active and experiential learners.
- Enables learning to involve partnerships within the school, among schools, and with other organizations.
- Promotes improved professional development and support. The technology plan will enable teachers and staff to use technology to manage the classroom or office more efficiently.
- Prepares our students for the 21<sup>st</sup> century.

### **K-2 Technology Initiatives**

Technology stirs the desire to learn. All K-2 classrooms are equipped with interactive whiteboards which allow for students to be consistently engaged through technology. Our district supports age-appropriate software at the kindergarten level that enhances the ability of children to write and draw, helping them to act as thinkers, writers, and artists to enhance expressive learning and capacity.

Technology is woven throughout the first grade curriculum. Students use software for word processing, reading, and writing. This same approach is continued in the second grade curriculum. Students use software for science, social studies, and language arts. Students and teachers, at the K-2 level, now utilize the enVision Math program, which include: digital textbooks, instructional videos, and interactive manipulative all available through the Internet.

Technology is woven into instruction in all content areas allowing teachers to differentiate instruction and better prepare our children for the 21<sup>st</sup> century.

## **SPECIAL SERVICES**

The Cranford Public Schools offer a full range of services to meet the individual needs of students.

### **Health Services**

Each school has access to a certified school nurse who processes preventative emergency and referral services; organizes dental, visual, and auditory exams and screenings; and acts as a resource for the classroom teachers. Physical exams are required for all students in second and fifth grades. The nurse maintains all records related to immunization, medication, and the health status of students. It is imperative that the nurse know if your child is taking or changing medication or has other health concerns. Parents are given a specific form to notify the school nurse of the need for medication and to inform the nurse of the procedures. The school nurse informs teachers of any pertinent health information.

### **Substance Awareness Coordinator (SAC)**

A SAC provides aid to teachers, parents, and students as needed by providing information on appropriate resources within and outside the district, and acts as liaison among school, community agencies, parents, and children as the situation demands. Areas addressed might include, but are not limited to, school entry or separation issues, peer or school adjustment, grief, substance abuse and loss.

### **Achieve Program/Basic Skills**

Children who demonstrate a need for additional help in reading, writing, or math may be referred to the Achieve Program. Referral may be based on recommendation by the classroom teacher or parent in grades K-5. Teacher recommendation, classroom performance, end-of-year summative assessments, report card grades and standardized tests (gr. 2-5) are reviewed for placement. Programming is developed with parental consent. A plan is developed and reviewed with parents at the start of its implementation. Students meet with the Achieve teacher in small groups for math reading and/or writing instruction using the in-class or pull-out model. Parents receive formal updates on student progress in February and June.

### **Pathways to Excellence**

The Pathways to Excellence Program was established by the district to address the needs of exceptionally able students in 2006. Staffed by three full time specialists in gifted education and supported by the district's Academic Coaches, the program spans grades K – 8 and is linked to the University Program at Cranford High School.

At the K – 2 Level, the needs of exceptionally able learners are addressed through an infused program adapted to the student's specific needs by the classroom teacher. These adaptations may include, but are not limited to:

- Placement in accelerated reading and math cluster groups with regular classes.
- Independent research and enrichment projects, and/ or
- Access to learning centers that provide challenging activities above the student's present grade level.

Pathways to Excellence staff members and Subject Supervisors are also available to visit the K- 2 classrooms to support these activities and provide support and guidance to classroom teachers in meeting the needs of exceptionally able students.

Beginning in Grade 3, a select group of exceptionally able students can receive highly individualized support and assistance through a program called the Pathways to Excellence Plus (P2E+) Program. Invitation to participate in this program is based on assessments performed during the K – 2 experience. These assessments include, but are not limited to, the administration of standardized tests (the Terra Nova and In View Aptitude Tests) teacher recommendations (Gifted Ratings Scales) and individualized I.Q. testing (WISC-IV).

### **English as a Second Language**

An English as a Second Language (ESL) program is provided for those students whose first language is not English and who are identified as limited English proficient. The ESL teacher meets with the student, individually or in small groups, on a daily basis.

### **Speech/Language Services**

Speech services are provided for classified students who demonstrate a need for developmental assistance in articulation, voice, fluency, and/or language disorders. The classroom teacher or parent can request a speech/language evaluation. The speech/language therapist confers with parents before an evaluation takes place and will review the results and make recommendations which may include an individual education plan (IEP). Children meet with the speech/language therapist individually or in small groups when the plan is implemented. Speech/language services may also be provided as a related service for students with disabilities as part of their IEP.

### **Occupational Therapy**

Occupational therapy services are provided for identified students who demonstrate a need for developmental assistance in their independent functioning in the school setting. This type of functioning may include self-care, fine motor skills, gross motor skills, motor planning issues, and sensory issues. Classified pupils who require occupational therapy receive services as directed by their IEP.

### **Intervention and Referral Services Committee (I&RS)**

The Intervention and Referral Services Committee ( I&RS) is a school-based problem solving group whose purpose is to assist with strategies for working with students who are experiencing problems in learning and/or behavior. The I&RS consists of the principal (chairperson) or designee, a regular education teacher, and may include one or more of the following: school social worker, school psychologist, learning disability teacher consultant, speech/language specialist, and the parents of the child under consideration.

The primary role of the I&RS is to help students with learning and/or behavior problems to receive the assistance they need within the current general education setting. These learning and/or behavior problems can include academic difficulties, attendance, physical/health concerns, or social/emotional concerns. A request for a I&RS meeting can come from the classroom teacher, other school personnel or a parent. An intervention plan is developed

with parental participation. The plan is implemented for a specified period of time and monitored throughout that period. A follow-up meeting is scheduled to evaluate the effectiveness of the plan. If needed, a second plan can be developed. The I&RS can also recommend a child for a planning meeting with the child study team to determine the need for an evaluation.

### **Child Study Teams**

The child study team consists of a learning disabilities teacher/consultant (LDT/C), a school psychologist, and a school social worker. Speech/language Specialists are also included on a child study team depending upon the age of a child and the nature of the suspected disability. Child study teams meet with parents and guardians of students referred for an evaluation. If appropriate, the child study team develops evaluation plans in conjunction with parents and school staff. Members of the child study team perform evaluations and meet with parents and school staff to determine eligibility of students for special education services. The members of the child study team meet with parents and staff to develop individualized education plans (IEP's) for students determined to be eligible for special education.

### **504 Plans**

Also, under federal law, there exist reasonable accommodations for students with disabilities under Section 504 of the Rehabilitation Act of 1973. Each school has a 504 Review Committee which can review any material provided by parents or school staff related to any physical and/ or mental disability that substantially limits a child in a major area of life functioning, most typically learning. An evaluation is conducted if a child study team evaluation is not warranted and information is gathered from a variety of sources, including parents, teachers, and physicians. If eligibility is determined, a 504 accommodation plan is designed, with parents, to provide services, accommodations, or programming to address the child's needs. The district's Section 504 officer is Dr. James McLaughlin (908 709 6218).

## **ASSESSING AND REPORTING STUDENT PROGRESS**

Assessing and reporting a child's social, emotional and educational progress is a very important process. It is essential that parents not only understand the process, but also participate in it. Student progress in grades K–2 is reported via the following:

- Report cards
- Parent/ teacher conferences
- Student portfolios
- Standardized test scores (grade 2)

### **Report Cards**

Report Cards are distributed up to four times during the school year according to the following schedule:

- Kindergarten: Two times per year at the end of the second and fourth quarters.
- Grade 1: Three times per year at the end of the second, third and fourth quarters.
- Grade 2: Four times per year at the end of each quarter.

All parents are required to acknowledge receipt of report cards by signing and returning the report card envelope to school.

### **Parent-Teacher Conferences**

It is our belief that the highest form of communication with parents about the educational progress of their child is through parent-teacher conferences. All teachers in grades K–2 are required to attempt to schedule at least two formal conferences to discuss student goals and progress. These conferences generally take place in November and April. Parents are encouraged to bring a list of questions or concerns they may have about their child’s program to the conferences. The primary focus of the November conference is the gathering of data regarding student strengths and interests. Teachers also utilize this conference to communicate their goals and expectations for students during the school year.

The primary focus of the April conference is the review of student progress during the preceding three quarters. Use of the student portfolio is highly recommended as a means of illustrating student achievement and progress, and its contents are often shared with the parent at this time. Specific grade-level proficiencies for each major content area are included at the end of this booklet. These can be extremely useful to parents seeking a fuller understanding of their child’s strengths and weaknesses. Referring to them can be an aid at conferences and will also prove helpful in understanding the report card. Additional conferences with teachers can always be scheduled before or after school. Appointments are generally scheduled by contacting a teacher through note or phone call.

### **Student Portfolios**

Portfolios documenting student achievement/progress in emerging literacy are maintained for all students in grades K–2. Some of the items gathered in these portfolios include self-portraits, letter and word recognition tests, story retellings, and writing samples. Although the contents of these portfolios are often shared during conferences, parents should feel free to request review of the portfolio with their child’s teacher any time they have a question or concern about their child’s progress or work.

### **Standardized Tests**

Each year students in grade 2 participate in a standardized testing program. The Terra Nova and the In View Aptitude Tests are generally administered in late January/ early February. The results of these tests are used to assess program effectiveness and to help identify students for basic skill remediation (i.e. The Achieve Program) as well as participation in the district’s Pathways to Excellence Program for exceptionally able students (grades 3-8).

The results of the tests are routinely mailed home to parents approximately six weeks after the tests have been administered. Parents may, of course, make an appointment with the teacher or principal to discuss the results if further explanation is needed.

## **HOW TO HELP YOUR CHILD SUCCEED HELPFUL TIPS FOR PARENTS**

### **General Information**

- See that your child is well-rested and prepared for school.
- Provide your child with a healthful breakfast and nutritious lunch each day.
- Ask your child about his/her day and look at the school folder and homework together.
- Provide a quiet place and adequate time for homework to be completed.
- Allow a time in your child's day for relaxation and quiet time.
- Afford your child the opportunity to participate in one or two extracurricular activities.
- Monitor the amount of time your child spends watching TV, playing video games, and using the computer.
- Continually nurture and reinforce a positive attitude toward school.
- As soon as you have a question or concern, be sure to seek out the classroom teacher immediately. This can prevent small problems from growing and allow parents and teachers to work together in the best interests of your child.
- Keep your child's classroom teacher informed. Alert the teacher to any changes in your family that might effect your child, both emotionally or academically.
- Enjoy spending time together.

### **Reading and Literacy**

- Read to or with your child daily. Bedtime is a great time to read to your child, even after your child has learned to read independently.
- Visit the library regularly. Give your child the opportunity to see you select books for a variety of purposes. Make sure your child has his/ her own library card.

There are several strategies from which you can choose to foster independent reading skills. These include, but are not limited to:

- As you read, move your finger under the words to reinforce left to right orientation.
- Pause at different parts of a story to encourage your child to predict what could happen next, express feelings, or express opinions about the story.
- At the end of the story, ask your child to retell the story in sequence.
- Discuss unfamiliar words.

There is no need to employ all of these strategies at the same time, but rather frequently include and vary them in the time you spend reading with your child.

To encourage writing at home:

- Always have lots of paper, both lined and unlined, and various writing utensils on hand for your child to experiment with writing.
- Accept all forms of writing your child produces, including imperfections in formation, spelling, spacing and size. The writing mechanics will improve as the frequency of writing increases.

- Encourage writing for fun and emphasize that it has many purposes. Identify the writing process in the following ways: story writing, poetry, illustrations, posters, note, songs, lists, labels, invitations, greeting cards and letters.
- Keep a family or personal journal or diary.
- Encourage letter writing to family members who live far away.

To encourage effective speaking:

- Model and remind your child to look at the speaker (make eye contact).
- Speak clearly.
- Speak in complete sentences using proper grammar.
- Practice taking turns speaking without interrupting others.
- Respond appropriately to the topic.

To encourage effective listening:

- Model and remind your child to look at the speaker (make eye contact).
- Listen without interrupting the speaker.
- Give your child simple, sequential tasks to practice following multi-step directions.

### **Mathematics**

Remember that we as adults live math every day in many ways, and it is a simple matter of bringing math to the attention of youngsters that prepares them to learn formal mathematics.

- Children are naturally curious about everyday problems. Invite your child to figure out solutions to everyday problems: talk about the problem, ask your child for ways to solve it, then ask how he/she came up with the solution
- Count everything! Children love to count and learn correspondence of number and object if they have opportunities. Point to the object as you recite the number name, and use fingers and toes to count. If they help set the table, children can count dishes, tableware, etc. In the car, lead a count of red cars, road signs, traffic lights, etc.
- Make simple patterns (red-blue-red-blue) with blocks, stringing beads, or pasta. Help children find patterns in designs and pictures.
- Sort objects by different attributes, i.e. color, shape, use. Gather the family's gloves or hats and sort them by size, then sort again by color. Do the same with drinking glasses or any household objects. Use math words (i.e., bigger, smaller) to describe the order if sorting by size.
- Identify simple geometric shapes (circle, square, rectangle, and triangle), and if possible prove them with blocks, shape sorters, boxes or puzzles so children can manipulate shapes. The best way to learn is to use all of one's senses, and if children can climb in, on, around, over and under shapes they will develop spatial and directional sense. Look at shapes at the playground, where children have the opportunity to use their whole body to experience geometric shapes.
- Measurement—of time, money, and length—takes much time and experience to learn. Start by comparing how much time one activity requires compared to another. Talk time (after breakfast, before dinner, set time limits); i.e., “five more minutes,” and try to keep track of five real minutes!. Use setting your kitchen clock or watch to count

seconds. You can use boxes to measure your child or maintain a growth chart where your child can see height and growth.

- To prepare for estimating skills, use words such as “about,” “near,” “approximately,” “between,” “around,” “more than,” “less than”. Help by asking to estimate how much, how long, or how many, then compare the actual answer with the original estimate. This will help your child make reasonable estimates.
- Chart and graph foods, visitors, phone calls, etc. using stickers or color forms. Graphs provide visual representation and allow greater understanding. Make a sun chart and discuss how many days the sun shone, or days it rained during the week.

### **Succeeding with Homework**

- Make sure your child has a well lit place to work, basic supplies and a regular time each day for doing homework.
- Ask your child what he/ she has for homework. Determine if he/ she understands the assignment and if assistance is necessary.
- Look over the assignment, give guidelines if needed, but don't do the work!
- Ask the classroom teacher early in the year about the homework policy.
- Review teacher comments on the homework with your child regularly.
- Contact your child's teacher if there is a homework problem you can't solve.
- Congratulate your child on a job well done.

## GLOSSARY FOR PARENTS

**Cooperative learning:** Students of all abilities working together toward a common learning goal; teamwork that leads to independence

**Creative thinking:** The ability to come up with new ideas or combinations of ideas; the genius to be fostered in every student

**Critical thinking:** The act of analyzing, synthesizing, and evaluating information and ideas; the kind of thinking that helps students form ideas of their own

**Differentiated instruction:** This term is used to describe an approach to teaching that provides a variety of learning options to accommodate differences in how students learn

**Emergent literacy:** The reading and writing behaviors of young children that precede and develop into conventional literacy

**Guided reading:** An instructional technique designed to develop independent readers who question, consider alternatives, and make informed choices as they seek meaning. The teacher accomplishes these goals by using questions and comments to help children become aware of resources in the text and within themselves to create meaning from the text

**Home/school connection:** A positive partnership between home and school that can enhance the growth of each and every child in the classroom

**Integrated Language Arts:** Making connections among literature, language arts processes, and the content areas; showing students that reading and writing are not just for the language arts period

**Language experience:** A dynamic approach that makes use of students' own experiences, interests and natural language

**Learning styles:** The variety of ways in which students acquire knowledge; the different, distinct forms of intelligence that characterize learners

**Lifelong learners:** Individuals responsible for their own learning, skilled in accessing and processing information, confident in using technological tools, able to solve problems alone or collaboratively, capable of being creative and innovative, and able to communicate

**Modeling:** Showing or demonstrating a concept through concrete real life examples.

**Multiculturalism:** In the school setting, the practice of creating a learning environment that not only addresses the diverse needs of an increasingly diverse population, but also allows the unique abilities of students from different backgrounds to blossom

**Phonics:** Letter-sound relationships; a set of instructional strategies that brings a child's attention to parts of words, including syllables, phonograms (e.g. – at, -ick, etc.) and single letters

**Problem based learning:** This is a teaching approach that places students in the role of problem solver confronted with a “real-world” problem. The aim is to have students learn critical thinking and problem solving skills as well as the essential concepts of the subject matter

**Problem solving:** The act of identifying and defining a problem, exploring options, and selecting possible solutions; the skills students need to become proficient as they read, write and interact

**Reading approaches:** The many roads to meaning; ways to help students of all reading abilities and learning styles gain a meaningful understanding of what they're reading

**Rubric:** A rubric is a set of scoring guidelines for evaluating student work that provide meaningful feedback

**Teaching for Understanding:** This is the term we use to describe the preferred instructional model in Cranford. Essentially, students are asked to use information, facts and skills as a means to acquire understanding of the “big ideas” (i.e. principles, concepts) of a topic

**Technology:** The use of technical equipment to allow a person to complete a task or job with less effort; commonly refers to computers and computer-related equipment

**Theme teaching:** Providing a context for learning so that reading, writing and content-area learning are connected

**Trade books:** Authentic, whole works of literature – the kind that children take off the shelves, take home and take to heart!

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**KINDERGARTEN CURRICULUM OVERVIEW**

**LANGUAGE ARTS/ LITERACY PROFICIENCIES**

❑ **Reading-Concepts of Print**

Identifies parts of a book (front and back covers, title, title page)  
Identifies and uses left to right sweep and return sweep  
Identifies first and last word on a page  
Identifies and discriminates between letters and words  
Identifies sentence ending marks

❑ **Reading-Phonological Awareness**

Identifies number of syllables in a word  
Discriminates between and produces words that rhyme and don't rhyme  
Isolates and identifies initial sound  
Isolates and identifies ending sound  
Blends phonemes to identify a word  
Segments phonemes to break a word apart  
Identifies letters  
Identifies letter-sound correspondence

❑ **Reading-Decoding and Word Recognition**

Produces letter-sound correspondence  
Applies phonological skills to identify unknown words  
Recognizes and reads sight words on the kindergarten list

❑ **Reading-Fluency**

Listens to a story  
Chorally reads a story

❑ **Reading-Reading Strategies**

Attends to and tracks print  
Uses picture clues  
Makes predictions

❑ **Reading-Comprehension Skills and Response to Text**

Retells using characters, setting and events  
Uses illustrations and reads aloud to make predictions

❑ **Reading-Inquiry and Research**

Discriminates between fiction and non-fiction stories

❑ **Writing as a Process**

Generates and shares ideas  
Puts ideas into writing  
Writes a complete thought  
Writes own name

❑ **Writing as a Product**

Accumulates collection of writing  
Enhances writing pieces

❑ **Writing-Mechanics, Spelling, Handwriting**

Makes letter sound connection in writing  
Applies letter sound to write words  
Applies left to right and return sweep directionality  
Spaces letters and words in a sentence

Begins sentence with an uppercase letter  
Uses lowercase letters to write words  
Uses ending marks  
Uses proper pencil grip  
Demonstrates proper writing posture and positioning of paper  
Properly forms numbers and letters  
Uses correct spacing between letters to form a word

□ **Listening/ speaking/ viewing**

Repeats and follows multi-step directions  
Maintains eye contact  
Asks relevant questions  
Uses speaking strategies (volume, tone of voice)  
Stays on topic

**MATHEMATICS PROFICIENCIES**

□ **Number Sense**

Knows ordinals through tenth  
Counts and produces sets of given sizes  
Recites counting numbers up to 100  
Counts backward from 10 to 1  
Counts 5's (e.g. by tally)  
Identifies up to 5 objects without counting (e.g. on a dice or in a ten-frame)  
Understands the conservation of numbers to 10  
Knows that the last number indicates the total quantity  
Uses one to one correspondence to solve problems  
Identifies matching sets  
Compares number amounts  
Identifies and name written numerals, 0-30  
Writes numerals up to 10  
Groups objects by 5's  
Recognizes common coins (penny, nickel, dime and quarter) and have some understanding of their values  
Compares groups of objects and assign values to the groups up to 10 objects  
Uses part-part-whole to compose and decompose numbers through 10  
Works with numbers from 11-19  
Finds the number of objects needed for the second part when given the first part of the whole

□ **Patterns and Algebra**

Identifies various types of patterns  
Extends various types of patterns  
Creates various types of patterns

□ **Data Analysis, Probability and Discrete Math**

Reads, interprets and constructs displays of data (e.g. pictographs, bar graphs, Venn diagrams, tally chart)  
Observes the regularity of meaningful events and determine the likelihood of future incidences  
Sorts by one attribute and determine the classification for each group  
Follows oral directions that involve several actions

□ **Measurement/Geometry**

Uses the positional words (inside, outside, above, below, in front of, behind, next to) describe spatial relationships from multiple perspectives  
Compares objects in the environment by size  
Identifies shapes: circle, square, rectangle, triangle, hexagon, sphere, cube, pyramid in various sizes and positions  
Makes connections between 2 and 3 dimensional forms (eg. cube and square, triangle and pyramid)

Recognizes symmetry in drawings and shapes  
Uses simple shapes to make designs, patterns and pictures  
Matches shapes and portions of shapes  
Uses vocabulary to describe directional concepts (eg. right, left, up, down)  
Compares and orders objects according to measurable attributes (eg. length, weight, capacity, time)  
Uses non-standard measurement units (eg. height, weight, length, capacity)  
Explores standard measurement units (eg. inch, centimeter)  
Uses calendars, clocks and schedules to describe time through real life experiences (eg. days of the week and basic changes over time)

### **SCIENCE PROFICIENCIES**

#### **□ Skills**

Understands and uses scientific vocabulary  
Makes logical predictions, draws conclusions  
Compares and contrasts based on observations

#### **□ Content**

Types of Weather  
The Five Senses  
Characteristics of Living/ Non-Living Things  
Good Health Habits  
QUEST Skills for Living

### **SOCIAL STUDIES PROFICIENCIES**

#### **□ Skills**

Identify visual information (maps, globes, directionality)  
Compares and contrasts (i.e. Family, Community)

#### **□ Content**

Families/ Friends/ Communities  
Learning about the Earth (Land & Water)  
Learning about the US Map  
Learning about the months, weeks, days  
Holidays  
LIONS QUEST Skills for Growing

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**GRADE ONE CURRICULUM OVERVIEW**

**LANGUAGE ARTS/ LITERACY PROFICIENCIES**

**□ Reading-Concepts of Print**

Matches oral words to printed words

Locates and identifies the parts of a book

Interprets simple graphs, charts, and diagrams

Identifies punctuation marks

**□ Reading-Phonological Awareness**

Identifies the number of syllables in a word

Blends and segments phonemes of one-syllable words

Manipulates phonemes to change words

**□ Reading-Decoding and Word Recognition**

Identifies beginning consonant sounds

Identifies medial consonant sounds

Identifies final consonant sounds

Recognizes short vowel sounds

Recognizes long vowel sounds

Recognizes rhyming words

Identifies and creates word families

Decodes one syllable words

Recognizes high frequency words in and out of context

Decodes unknown words using context clues

Recognizes regular and irregular plurals

Recognizes compound words

Recognizes contractions

Identifies word endings (ed, ing, and s)

**□ Reading-Fluency**

Reads simple text with fluency

Uses punctuation cues appropriately

Answers questions about stories read

**□ Reading-Reading Strategies**

Uses picture cues

Appropriately uses strategies (initial sounds, little words in big words, skip and go on, go back and reread)

Self-corrects for meaning (does it look right, sound right and make sense)

**□ Reading-Comprehension Skills and Response to Text**

Identifies different genres (fiction, non-fiction, poetry)

Identifies main idea

Makes predictions and simple inferences

Retells in a logical sequence

Identifies character, setting, plot

Draws simple conclusions from pictures and print

**□ Reading-Inquiry and Research**

Alphabetizes words to the first letter

Differentiates between fiction and non-fiction

❑ **Writing as a Process**

Generates ideas through brainstorming  
Uses simple sentences to convey ideas  
Uses pictures, developmental spelling or conventional text to create writing drafts  
Responds to picture prompts and story starters  
Reviews and improves upon original drafts and illustrations

❑ **Writing as a Product**

Produces written work in various forms  
Writes a story with a beginning, middle and end  
Stays on topic

❑ **Writing-Mechanics, Spelling, Handwriting**

Forms upper and lowercase letters accurately  
Uses correct spacing between words  
Writes legibly  
Begins to use correct punctuation  
Begins to use uppercase letters appropriately  
Demonstrates growth toward conventional spelling  
Writes a sentence containing a complete thought

❑ **Writing-Forms, Audiences and Purposes**

Responds to journal prompts, picture prompts and story starters  
Writes and illustrates stories for others to read

❑ **Listening/ speaking/ viewing**

Repeats and follows multi-step directions  
Maintains eye contact  
Asks relevant questions  
Uses speaking strategies (volume, tone of voice)  
Stays on topic

**MATHEMATICS PROFICIENCIES**

❑ **Number Sense**

Orders whole numbers through 120  
Locates whole numbers on a number line  
Knows ordinals through twelfth  
Explores proper fractions (denominators of 2, 3 and 4)  
Counts objects to 120  
Counts forward or backward by one beginning with any number with any number less than 100  
Counts by 2's, 5's, and 10's up to 100  
Identifies up to 10 objects without counting (e.g., in a ten-frame, dice)  
Represents two-digit numbers in flexible ways using a variety of materials (e.g., 23 as 23 ones, one ten and 13 ones, or 2 tens and 3 ones)  
Groups objects by 10's  
Knows the value of coins (penny, nickel, dime and quarter)  
Counts the value of a set of coins up to 50 cents  
Compares and orders whole numbers to 120  
Concretely models and discusses the meanings of addition and subtraction using a large variety of problems including joining, separating and comparing  
Uses part-part-whole to compose and decompose numbers through 20  
Knows basic addition and subtraction facts to ten and develops proficiency by using a variety of fact strategies (such as "counting on", "doubles", "ways to make 10")  
Uses the inverse relationship between addition and subtraction (e.g., fact families)  
Identifies one more than, one less than, 10 more than, and 10 less than a given number less than 100

Constructs, uses and explains procedures for performing simple addition and subtraction of 2-digit numbers with manipulatives

Uses a variety of estimation strategies (such as the use of a reference set, investigate quantities, develop comparative language)

□ **Patterns and Algebra**

Recognizes, describes, extends and creates patterns using:

- Concrete materials (manipulatives), pictures, rhythms, whole numbers and repeating patterns
- Geometric objects of different shapes and colors
- Numerical patterns in the hundreds chart

Writes and solves number sentences for story problems involving addition and subtraction facts

- How to represent equality by writing equations using the “=” symbol
- How to apply the following properties of addition:
  - Commutative (e.g.,  $5 + 3 = 3 + 5$ )
  - Associative [e.g.,  $(2 + 3) + 4 = 2 + (3 + 4)$ ]
  - Zero as the Identity element (e.g.,  $7 + 0 = 7$ )

Uses place value understanding and properties to add and subtract

□ **Data Analysis, Probability and Discrete Math**

Collects, generates, records and organizes data in response to questions, claims or curiosity (e.g., data collected from students’ everyday experiences)

Reads, interprets, constructs and analyzes displays of data using a tally chart, pictures, pictograph, bar graphs and Venn diagrams

Describes events related to students’ experiences as likely or unlikely

Sorts and classifies objects according to one or two attributes (e.g., color, size, shape and kind)

□ **Measurement/Geometry**

Models and follows directions using positional words

Identifies and describes spatial relationships among objects in space and their relative shapes and sizes using: smaller/larger/same size, wider/narrower, longer/shorter, same size and shape

Identifies, classifies and describes two-dimensional shapes (circle, square, rectangle and triangle) using: number of sides, number of equal sides

Makes connections between two-dimensional and three-dimensional forms (e.g., cube and square, triangle and pyramid)

Constructs two-dimensional shapes with line symmetry

Combines and decomposes simple shapes (e.g., by putting two congruent isosceles right triangles together to make a square)

Uses vocabulary to describe directional concepts (e.g., north, south, east and west)

Recognizes the need for a uniform unit of measure

Selects and uses non-standard and standard units of measure

Uses standard units of measurement:

- Length – centimeter, inch
- Weight – pound, kilogram
- Time – half-hour on a standard clock
- Calendar – day, week, month

Uses a thermometer to measure and compare temperature

## **SCIENCE PROFICIENCIES**

□ **Skills:**

Understands and uses scientific vocabulary

Makes logical predictions, draws conclusions

Compares and contrasts based on observations

□ **Content:**

Weather  
Matter and It's Changes  
Animals & Their Needs  
Good Health Habits  
QUEST Skills for Living

**SOCIAL STUDIES PROFICIENCIES**

□ **Skills:**

Identify visual information (maps, globes, directionality)  
Compares and contrasts

□ **Content:**

Families  
School and Community  
Citizenship/ Patriotism  
History and Culture: Holidays Around the World  
Basic landforms and directionality  
Identify visual information/ Geography (maps, globes, directionality)  
Lions-Quest Skills for Living/ Positive Self Image

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**GRADE TWO CURRICULUM OVERVIEW**

**LANGUAGE ARTS/ LITERACY PROFICIENCIES**

❑ **Reading-Concepts of Print**

Locates and uses titles, tables of contents, indices, and chapter headings

Locates author and illustrator of a book or reading selection

Identifies various ending marks, quotation marks and commas

❑ **Reading-Phonological Awareness**

Listens and identifies the number of syllables in a word

Identifies and manipulates rhyming words

Uses knowledge of letter-sound correspondences to sound out unknown words

❑ **Reading-Decoding and Word Recognition**

Applies letter-sound correspondence of a set of consonants and vowels

Breaks a word into syllables

Locates known chunks or small words in the beginning, medial, and ending of a word

Applies the knowledge of initial sounds to decode an unknown word

Reads regularly and irregularly spelled word (prefixes, suffixes, all plurals, past tense verbs, inflectional endings, compound words, contractions, and possessives)

Recognizes developmentally appropriate sight words

❑ **Reading-Fluency**

Pauses at appropriate punctuation (commas, end punctuation)

Uses appropriate pace when reading

Uses appropriate inflection for dialogue, exclamations, and questions

Sustains silent reading without finger or lip movement

Self monitors and applies appropriate strategies when text does not make sense

❑ **Reading-Reading Strategies**

Skips over difficult words and rereads/ reads on to determine meaning

Uses key clues (picture clues, word families, word patterns, and sounds)

Looks for smaller words within bigger words

❑ **Reading-Vocabulary and Concept Development**

Recognizes developmentally appropriate sight words

Reads and understands the meaning of prefixes, suffixes, antonyms, synonyms, homophones, compounds words, plurals, and contractions

Identifies and understands figures of speech such as idioms and similes

Utilizes a grade appropriate dictionary with assistance

❑ **Reading-Comprehension Skills and Response to Text**

Identifies different genres

Makes and confirms predictions

Recalls facts/details and identifies main idea/supporting details

Places key events in sequential order

Identifies examples of cause/effect and fact/opinion

Compares and contrasts literary elements

Makes inferences and supports them with text

Identifies story elements (character, setting, plot, problem, solution)

Asks relevant questions before, during and after reading

Makes connections and responds to text with appropriate questions

❑ **Reading-Inquiry and Research**

Uses/applies alphabetical order to the second letter

Locates information using grade appropriate resources (technology, dictionaries, glossaries, indexes, and encyclopedias)

❑ **Writing as a Process**

Generates ideas and brainstorms ideas in an organized form

Writes a variety of genres with a beginning, middle and end

Uses a variety of revision strategies

Rereads to edit for mechanics

❑ **Writing as a Process**

Publishes a variety of genres

Demonstrates application of revision and editing mini-lessons in written work

❑ **Writing-Mechanics, Spelling, Handwriting**

Uses appropriate grammar and sentence structure

Uses appropriate end punctuation

Uses rules of capitalization

Demonstrates growth toward conventional spelling

Forms upper and lower case letters and numerals accurately

Uses correct spacing between words

❑ **Writing-Forms, Audiences And Purposes**

Writes in response to all the subject and content areas

Writes in a variety of genres with specific audiences in mind

❑ **Listening/ speaking/ viewing**

Repeats and follows multi-step directions

Maintains eye contact

Asks relevant questions

Uses speaking strategies (volume, tone of voice)

Stays on topic

**MATHEMATICS PROFICIENCIES**

❑ **Number Sense**

Orders whole numbers through hundreds (< 999)

Compares numbers

Knows ordinals through 31st

Explores proper fractions (denominators of 2, 3, 4, 8 and 10)

Understands place value up to 999

Counts and performs simple computations with coins using cents notation

Knows basic addition and subtraction facts to 20 through recall

Selects pencil and paper, mental math, or a calculator as the appropriate computational method in a given situation depending on the context and the numbers

Constructs, uses and explains procedures for performing addition and subtraction calculations with:

- Paper and pencil
- Mental Math
- Calculator

Adds and subtracts 2 digit numbers

Judges without counting whether a set of objects has less than, more than, or the same number of objects as a reference set

Uses a variety of strategies for estimating both quantities and results of computation

❑ **Patterns and Algebra**

Recognizes, describes, extends and creates patterns

Uses words and symbols (e.g., “add two” or “+2”)

Understands that whole number patterns grow or shrink as a result of repeatedly adding or subtracting a fixed number (e.g., skip counting forward or backward)

Uses concrete and pictorial models of function machines

Recognizes and describes changes over time (e.g., temperature and height)

Constructs and solves simple open sentences involving addition and subtraction

- Result unknown (e.g.,  $6 - 2 = \underline{\quad}$  or  $n = 3 + 5$ )
- Part unknown (e.g.,  $3 + \underline{\quad} = 8$ )
- Real world situations including labels (e.g., 3 apples + 6 apples = 9 apples)

Explains the meaning of inequality using words or pictures

Understands and applies the following property of addition:

- Commutative (e.g.,  $5 + 3 = 3 + 5$ )
- Associative (e.g.,  $(2 + 3) + 4 = 2 + (3 + 4)$ )
- Zero as the Identity element (e.g.,  $7 + 0 = 7$ )

#### □ **Data Analysis, Probability and Discrete Math**

Collects, generates, records and organizes data in response to questions, claims or curiosity (e.g., data collected from students' everyday experiences)

Reads, interprets, constructs and analyzes displays of data using a tally chart, pictures, pictograph, bar graphs and Venn diagrams

Describes events related to students' experiences as likely or unlikely

Sorts and classifies objects according to one or two attributes (e.g., color, size, shape and kind)

Follows simple sets of directions (e.g., from one location to another or from a recipe)

#### □ **Measurement/Geometry**

Uses objects, drawings and computer graphics to identify, classify and describe standard three-dimensional and two-dimensional shapes

- Vertex, edge and face
- Rectangular prism, cone and cylinder
- Relationships between two and three-dimensional shapes

Describes, identifies and creates instances of line symmetry

Gives and follows directions for getting from one point to another on a map or grid

Selects and uses appropriate standard and non-standard units of measure and standard measurement tools to solve real-life situations

- Length-foot, yard and meter
- Capacity-pint, quart and liter
- Time-second, minute and year
- Temperature-degrees Celsius and Fahrenheit

Estimates measures

Reasons with shapes and their attributes

Directly measures the area of simple two-dimensional shapes by covering them with squares

Directly measures the perimeter of simple two-dimensional shapes

### **SCIENCE PROFICIENCIES**

#### □ **Skills:**

Understands and uses scientific vocabulary

Makes logical predictions

Compares and contrasts based on observations

#### □ **Content:**

Scientific Method: Inquiry Skills

Habitats: Homes for Living Things

Exploring Earth's Surface & Natural Resources

Energy: Motion, Sound, Light & Heat

Health Science: Senses, Teeth, Diet  
QUEST Skills for Living

### **SOCIAL STUDIES PROFICIENCIES**

□ **Skills:**

Interprets visual information (i.e. charts, maps, graphs, globes, etc.)

Compares and contrasts

Identify factors involved in cause & effect relationships

□ **Content:**

Local Government and Citizenship

Personal, Community and Cultural Connections

Learning about the Earth (Land & Water)

Holidays and Special People (Early Biographies)

Learning about the US Map

Identify visual information (maps, globes, directionality)

Compares and contrasts (i.e. Family, Community)

Lions-Quest Skills for Growing