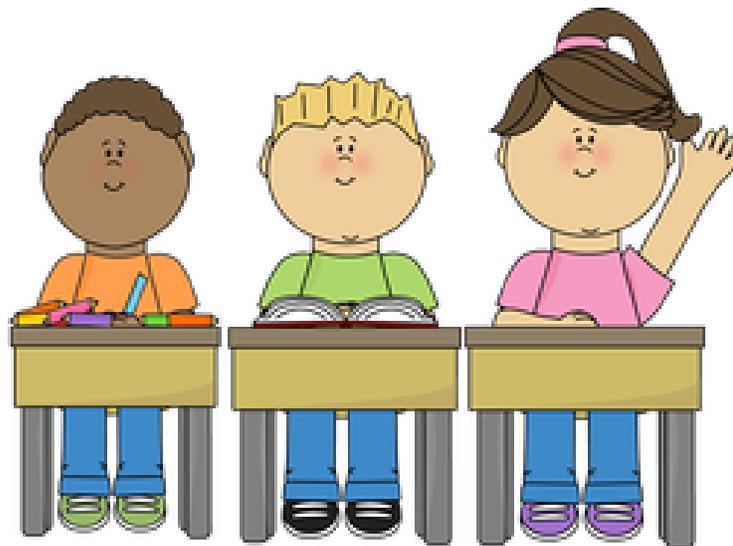


Cranford Public Schools

Cranford, New Jersey



GRADES K-2 HANDBOOK

2019-2020

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 school community will provide our students with the intellectual, emotional, physical, and social experiences they will need to meet the challenges of the 21st 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 lifelong learners.

THE K-2 CURRICULUM and THE NEW JERSEY STUDENT LEARNING STANDARDS

The State of New Jersey has developed a set of standards to ensure that all students, regardless of their environment, will be ready for their post-high school life. The standards outline the specific expected results in nine major academic areas:

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

Complete copies of these standards are available on the Department of Education's website: <https://www.nj.gov/education/cccs/> All districts in New Jersey are expected to address all of these standards through their curricula. Each student's progress toward achieving these standards is measured by statewide assessment tests administered in grades 3-8 and grade 11.

The Cranford Public Schools are committed to ensuring that all district curricula meet and exceed the state standards. A plan is in place to ensure that all district curricula are aligned with the State Standards and that staff members receive ongoing support and guidance in implementing the standards through an ambitious program of professional development. All district curricula are routinely assessed for effectiveness and relevance, and are revised to reflect the best educational practices and strategies as prescribed by current educational research.

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

LANGUAGE ARTS LITERACY

The language arts program encompasses reading literature and informational text, foundational skills, speaking and listening, language (word study) and writing (crafting narrative, informational, and opinion pieces as well as practicing handwriting). The understandings and skills of each strand of the NJ student learning standards are not isolated, but integrated, interactive, and embedded in all subject areas across the curriculum.

Our elementary reading instruction is literature-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include read-alouds, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership or book club discussions. Writing Workshop mirrors the same structure and techniques emphasizing immersion, independence and choice.

Reading and Writing Workshop provides students with the necessary tools to communicate orally, read and comprehend print, and write with clarity and purpose for a variety of audiences.

New Jersey Student Learning Standards (NJSLS):

The New Jersey Student Learning Standards for each grade level have been adopted 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, 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 the properties of operations and the relationship between addition and subtraction, add and subtract within 100, 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 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

Grade-Level Proficiencies:

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 three major strands of science: physical, life, and earth. 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, FOSS Science kits, Science Notebooks, 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, as it enables the student to understand, participate in, and make informed decisions about his /her world. Lessons within the social studies curriculum provide the student with the opportunity to acquire and develop the necessary skills and understandings to actively and responsibly participate in local, national, and global communities.

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 based upon the New Jersey Student Learning Standards, which focus on civics, economics, geography and history, as well as recommendations from organizations including the National Council for the Social Studies, the New Jersey Commission on Holocaust Education, the Amistad Commission, and the New Jersey Historical Society. Teachers also use a social studies program, which incorporates magazines, posters, and related literature, both print and digital. Materials from the district's language arts programs are often integrated into social studies lessons, including both fiction and non-fiction reading. Readings from child-friendly newspapers and periodicals also reinforce important social studies topics and current events.

Parents and guest speakers are invited to share their experiences with the children. Technology is used within the classroom to promote learning and encourage students to independently and cooperatively problem-solve and address complex social, economic, ethical, and personal concerns. Computer programs, streaming videos, videos, audiotapes and other manipulatives bring social

studies topics to life and help to provide purposeful and meaningful learning experiences for the children.

HEALTH AND PHYSICAL EDUCATION

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 in the gym in addition to classroom activities. Through the Character Education and the HIV/AIDS Family Life curriculum, students develop interpersonal skills that promote self-esteem, positive decision making, cooperation, and the development of healthful life-styles.

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

Character Education

“Character education” seeks to provide our children with the skills required to become responsible, caring people. Students in Grades K – 2 routinely engage in learning activities that lead them to knowing, believing in and acting upon core ethical values. Many, if not all of these activities support our efforts to comply with New Jersey’s Anti-Bullying mandates which are aimed at bringing parents and educators together to teach children important life skills within a caring and consistent environment. Character education learning activities typically focus on 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 Standards 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 goals of the Spanish program in grades one through five are to lead the elementary child toward 1- increased second language proficiency in Spanish, 2- an appreciation for diversity, 3- cultivating a passion for the study of a language other than English while 4- preparing each child for continued study of one of five World Languages offered 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 grades 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 Student Learning

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 21st 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 21st 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

Our district schools provide an Achieve Program for students who demonstrate a need to improve targeted skills in language arts or mathematics. Referral may be based on a recommendation by the classroom teacher or parent in grades K-5. Multiple measures, including teacher input, reading levels, math achievement, report card grades, and iReady assessments, are considered. Programming is developed with parental consent and reviewed at the start of its implementation. Students meet with the Achieve teacher in small groups for reading and math instruction using the push-in and/or pull-out model. Parents will receive formal updates during the school year to detail student progress in the program.

Gifted and Talented (Pathways to Excellence)

The Pathways to Excellence Program provides support to students identified as being Gifted and Talented. Staffed by four 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 Content Area 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 Pathways to Excellence (P2E). Invitation to participate in this program is based on multiple criteria and data gathered and analyzed during the second half of the student's second grade experience. The criteria used to screen and identify qualified students includes teacher input (Renzulli Gifted Scales), Cognitive Abilities (CogAT) testing, and parent input. The CogAT measures reasoning skills with different types of verbal, quantitative, and nonverbal questions, while the Renzulli Scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, leadership, art, music, drama, communication, planning, mathematics, reading, technology, and science.

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. ESL services are offered at the Hillside Avenue School and Cranford High School.

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 to discuss if an evaluation is warranted, if so, the speech/language therapist 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 skills within 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 will receive services as directed by their IEP.

Collaborative Problem Solving Team (CPST)

The Collaborative Problem Solving Team (CPST) 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 CPST 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 CPST 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 CPST 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 CPST can also recommend a child for a planning meeting with the child study team to determine the need for an evaluation. Further information may be obtained by contacting the school principal, the child study team, or Mrs. Kristin Szawan, Director of Student Services at 908-709-6219 or szawan@cranfordschools.org.

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 Mrs. Kristin Szawan (908-709-6219).

Harassment, Intimidation or Bullying

The Cranford Board of Education, recognizing that a safe and civil environment in school is necessary for students to learn and achieve high academic standard, prohibits acts of harassment, intimidation or bullying. Harassment, intimidation or bullying (HIB), like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment.

“Harassment, intimidation or bullying” is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or

expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds in accordance with law, and that:

- A. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students;
- B. A reasonable person should know, under the circumstances, will have the effect of physically or mentally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or mental harm to his/her person or damage to his/her property.
- C. Has the effect of insulting or demeaning any student or group of students: or
- D. Creates a hostile educational environment by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

“Electronic communication” means any communication that is transmitted by means of an electronic device, including but not limited to a telephone, cellular phone, computer or pager.

Parents and students should be aware that there are consequences and appropriate remedial action for a student who commits an act of HIB. There are established procedures for reporting HIB, strict timelines for investigating HIB, and all schools must provide instruction, educational programs and awareness activities that prevent HIB and promote a positive school climate.

Lisa Burfeindt serves as the District Wide Anti-Bullying Coordinator. Gayle Colucci serves as the District Anti- Bullying Specialist. Each school will also have an Anti-Bullying Specialist for assistance.

For more information please call the school or refer to the Cranford Public School's policy on HIB and the NJ Department of Education's Guidance Document. These publications as well as the names of the Anti-Bullying Specialists in each school are posted on the school district's website at www.cranfordschools.org

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

Report Cards

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

- Kindergarten: Two times per year in March and June.
- Grade 1: Three times per year in December, March & June.
- Grade 2: Three times per year in December, March & June.

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 (fall) and April (spring). 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 (fall) 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 (spring) conference is the review of student progress during the preceding two quarters. 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.

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

- Please see the literacy instructional coach's [website](#) for strategies to help your child.
- 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 to encourage literacy growth including, but not limited to:

To foster independent reading skills:

- As you read, move your index finger under the words to reinforce left to right orientation. (Once children can read using their eyes only, do not encourage continuing to track with a finger).
- 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!

KINDERGARTEN CURRICULUM OVERVIEW

LANGUAGE ARTS/ LITERACY STANDARDS

READING—LITERATURE AND INFORMATIONAL TEXT

Answers questions about the text.

Retells stories, including key details such as characters, settings, and major events.

FOUNDATIONAL SKILLS

Shows understanding of the organization and basic features of print (left-to-right, top-to-bottom).

Demonstrates understanding of components of phonemic awareness (rhyming, letter sounds).

Knows and applies grade-level phonics (letter/sound correspondence, sight words)

SPEAKING AND LISTENING

Participates in classroom and peer discussion.

Speaks audibly and expresses thoughts, feelings, and ideas clearly.

LANGUAGE

Prints upper and lower-case letters.

Capitalizes first word in sentence, pronoun I and names.

Recognizes end punctuation.

WRITING

Uses a combination of drawing, dictating, and writing to compose narrative, opinion and informational texts.

Adds details to strengthen writing as needed (pictures, color, labeling, words)

MATHEMATICS PROFICIENCIES

COUNTING & CARDINALITY

Counts to 100 by ones

Counts to 100 by tens

Connects counting to cardinality

Counts forward from a given number instead of beginning at 1

Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group

Writes numbers 0-20

OPERATIONS & ALGEBRAIC THINKING

Represents and solves addition and subtraction within 10 with manipulatives, oral expression or written equations

Fluently add within 5

Fluently subtract within 5

NUMBER & OPERATIONS IN BASE TEN

Works with numbers 11-19 to gain foundations for place value.

MEASUREMENT & DATA

Classifies objects and counts the number of objects in each category.

GEOMETRY

Identifies shapes.

SCIENCE PROFICIENCIES

Understands and uses scientific vocabulary
Makes logical predictions, draws conclusions
Compares and contrasts based on observations
Develops an understanding of:
Trees and Weather
Basic needs of Animals
Materials and Motions

SOCIAL STUDIES PROFICIENCIES

Identify visual information (maps, globes, directionality)
Compares and contrasts (i.e. Family, Community)
Families/ Friends/ Communities
Cultural Diversity
Rules and laws keep us safe
Learning about the Earth (Land & Water)
Learning about the US Map
Learning about the months, weeks, days
Holidays

GRADE ONE CURRICULUM OVERVIEW

LANGUAGE ARTS/ LITERACY STANDARDS

LITERATURE AND INFORMATIONAL TEXT

Asks and answers questions about key details in a text.

Retells a story in sequence with key elements

Uses details to describe story elements (characters, settings, and major event).

Applies a variety of strategies before and during reading.

Knows and uses various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Identify the main topic of and retell key details of a text.

FOUNDATIONAL SKILLS

Uses knowledge of sounds, vowels, and word parts to decode.

Recognizes sight words when reading.

Reads at a proper rate, with expression and attention to punctuation.

SPEAKING AND LISTENING

Expresses ideas clearly and effectively.

Demonstrates listening skills for information and understanding.

Engages in collaborative conversations, following agreed-upon rules for discussion.

LANGUAGE

Applies conventions of grammar and usage by writing complete sentences

Applies conventions of language using capitalization appropriately.

Applies conventions of language using punctuation appropriately

Learns and applies spelling patterns.

WRITING

Generates ideas on a topic or within a variety of types of writing (narrative, opinion, informational) to match purpose and audience.

Supports/expands ideas with details/facts.

Strengthens writing through revision and editing.

Applies handwriting skills to write legibly (letter formation and spacing).

MATHEMATICS PROFICIENCIES

OPERATIONS & ALGEBRAIC THINKING

Adds within 20, demonstrating fluency and strategies

Subtracts within 20, demonstrating fluency and strategies

Uses addition within 20 to solve word problems

Uses subtraction within 20 to solve word problems

Understands the meaning of the equal sign

Finds the unknown number in an addition or subtraction equation

NUMBER & OPERATIONS IN BASE TEN

Can count to 120, starting at any number less than 120

Understands the digits of a two digit number represents tens and ones
Compares two digit numbers
Adds within 100 including adding a two digit number and a one digit number
Mentally finds 10 more or 10 less than a number
Subtracts multiples of 10 from other multiples of 10

MEASUREMENT & DATA

Can order three objects by length
Expresses the length of an object as a whole number of length units
Tells and writes time in hours and half hours
Organizes, represents and interprets data with up to three categories

GEOMETRY

Distinguishes between defining and non-defining attributes of shapes
Composes two dimensional shapes or three dimensional shapes
Partitions circles and rectangles into equal shares

SCIENCE PROFICIENCIES

Understands and uses scientific vocabulary
Makes logical predictions, draws conclusions
Compares and contrasts based on observations
Develops an understanding of:
Sound and Light
Air and Weather
Basic needs of Plants and Animals

SOCIAL STUDIES PROFICIENCIES

Identify visual information (maps, globes, directionality)
Compares and contrasts
Families
School and Community
Other Cultures
Heroes in American History
Diversity
Citizenship/ Patriotism
History and Culture: Holidays Around the World
Jobs/ Careers
Needs and wants
Different types of transportation
Basic landforms and directionality
Identify visual information/ Geography (maps, globes, directionality)

GRADE TWO CURRICULUM OVERVIEW

LANGUAGE ARTS/ LITERACY STANDARDS

LITERATURE AND INFORMATIONAL TEXT

Reads with comprehension: Literal (identifies the main idea, retells a story with key details, summarizes events in a story).

Reads with comprehension: Inferential (makes inferences and predictions, and draws conclusions).

FOUNDATIONAL SKILLS

Uses various strategies to decode texts (pictures, context, phonics and word analysis).

Reads with fluency to support comprehension (expression, phrasing, rate, and accuracy),

WRITING

Generates and develops ideas on a topic or within a variety of types of writing (narrative, opinion, informational) to match purpose and audience.

Elaborates by using details and descriptions.

Strengthens writing through revision and editing.

LANGUAGE

Applies the conventions of grammar usage by writing simple and compound sentences.

Uses capitalization and punctuation. appropriately.

Learns and applies spelling patterns

SPEAKING AND LISTENING

Expresses ideas clearly and effectively.

Demonstrates listening skills for information and understanding.

Engages in collaborative conversations, following agreed-upon rules for discussion

MATHEMATICS PROFICIENCIES

OPERATIONS & ALGEBRAIC THINKING

Uses addition and subtraction within 100 to solve one and two step word problems

Uses mental math strategies to fluently add whole numbers within 20

Uses mental math strategies to fluently subtract whole numbers within 20

NUMBER & OPERATIONS IN BASE TEN

Represents numbers to 1000 using standard form, word form, concrete models or drawings and expanded forms

Uses skip counting by 5's, 10's, and 100's to count within 1000

Compares three digit numbers with the symbols $>$, $<$, and $=$

Use strategies to add within 100

Use strategies to subtract within 100

MEASUREMENT & DATA

Measures and estimates lengths in standard units using appropriate tools

Solves problems with money using coin values and money symbols appropriately

Tells and writes time from analog and digital clocks to the nearest 5 minutes, using AM and PM

Represents and interprets data using picture and bar graphs and line points.

GEOMETRY

Recognizes and draws shapes having specified attributes
Partitions a rectangle into rows and columns to determine area
Partitions circles and rectangles into halves, thirds and fourths.

SCIENCE PROFICIENCIES

Understands and uses scientific vocabulary
Inquiry Skills
Makes logical predictions
Compares and contrasts based on observations
Scientific Method: Inquiry Skills
Develop and understanding of:
Insects and Plants
Earth Science Core Ideas; Pebbles, Sand and Silt
Solids and Liquids

SOCIAL STUDIES PROFICIENCIES

Identify and interpret visual information (i.e., charts, maps, graphs, globes, directionality, etc.)
Compares and contrasts
Identify factors involved in cause & effect relationships
Local Government and Citizenship
Responsibilities of citizens
Laws and rights
Personal, Community and Cultural Connections
Respect and tolerance of other cultures
Customs
Learning about the Earth (Land & Water)
Protecting the environment
Historical figures and inventors (Early Biographies)
Learning about the US and NJ Map
Goods and services
Types of jobs
Saving and spending