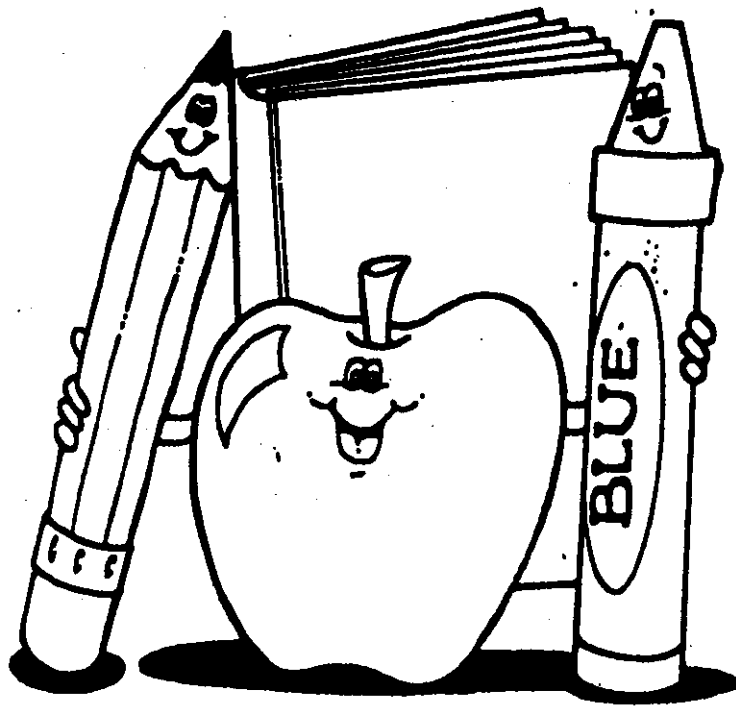


Welcome to Second Grade



Parent Orientation

General Information

Yellow Home Folders

Every student has a yellow home folder. This folder is the way we communicate with each other. Please make sure the folder is emptied every night because it will contain a lot of information for you from me and the school administration. Please also use this folder to send any notes to school.

Homework Packets

A homework packet will come home every Monday. The cover page will list the nightly homework activities. Please set aside a certain time each day that you help your child complete this packet. Second graders should be able to complete many of these activities independently and your job will be to check over the work. The work in the packets will consist of spelling word practice and math skills review. The packet should be signed and the entire packet should be returned to school every Friday. **Remember that homework is a grade on the report card.**

100 Book Challenge

Adrian School is continuing the 100 Book Challenge program again this year. Students are required to read in steps. **One step equals 15 minutes of reading.** As part of the homework each night we are asking that you read one step with your child and sign the log sheet. The 15 minutes of reading can include your child reading to you, you reading to your child or your child reading independently. If you read more than one step each night please mark the log sheet accordingly. Each student will have a 100 Book Challenge folder and travel bag to keep their books and log sheets in. Please return the books and the log sheet back to school each day in the folder and bag. It is extremely important that the books come back because they need to rotate to other students in the room. As students reach milestone steps such as 100, 200, etc. they will earn prizes in the classroom.

Classroom Supplies

Thank you to so many parents for promptly sending in all school supplies. If you have not sent in supplies yet please do so immediately. I will send notification home throughout the year if any supplies need to be replenished.



100 Book Challenge®

Linking Independent Reading with Effective Instruction

Dear Parents,

The 100 Book Challenge is a reading program designed to get our children to read. In order to do this, your child will come home every night with one or more books and a reading log inside a folder. We want your child to read each night and enjoy what he or she reads. We do not want reading to be a struggle or to be hard.

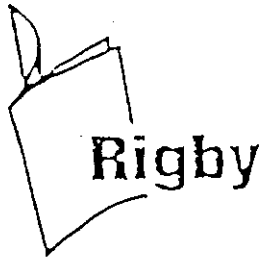
Children will read books at their reading success levels. At these levels, the children will feel comfortable and will be able to read all the words. Don't worry if the books seem too easy. The important thing is that your child has *fun* reading! Research has shown that the more a student reads, the more successful he or she will be in school.

Here are some ideas that can help your child become a better reader:

- Be your child's home reading coach.
- Provide the time and opportunity for your child to read his or her 100 Book Challenge color-coded book(s) *every day*.
- Make sure your child has a relaxed, comfortable place to read (e.g., couch, bed, floor).
- Listen to your child read. Let him or her hold the book.
- Be your child's listening ear. Help with pronunciation as needed.
- Help older children to read fluently and with feeling.
- Encourage older children to bring home books they really want to read.
- Sign your child's log *after* he or she reads.
- Encourage your child to buy books and build his or her personal library at home.
- Set a good example for your child by sharing your own reading experiences. Children are copycats—if they see you read, they will read too.
- Stay in contact with your child's teacher about his or her reading progress.
- Keep it fun. Be sure not to test your child on the reading. Just enjoy it.

Thank you for your support!

1. What were your feelings after reading the opening chapters of this book? After finishing?
2. Did this book make you laugh? cry? smile? cheer? "explode"? want to jump into the story? Why?
3. Can you relate to anything in the book?
4. Can you relate to any of the characters in this book? Explain.
5. What are the best parts of this book? Why? What are the worst parts of this book? Why?
6. What parts of this book seem most believable? Why? What parts seem most unbelievable? Why?
7. Do any of the characters remind you of anyone you know?
8. What do you think was most important in this book (a passage, a place, a person, a decision)? Why?
9. What character would you like to be in this book? Why? What personality traits would you like to have?
10. What would you and your favorite character talk about in your first conversation? Begin the conversation now.
11. Do you think the title fits this book? Why or why not?
12. What makes you wonder in this book? Why? What confuses you? Why?
13. What came as a surprise to you in this book? Why?
14. Has this book helped you in any way? Explain.
15. How have you changed after reading this book? Explain.
16. Do you like the ending of this book? Why or why not? Do you think there is more to tell? Explain.
17. What do you think might happen next if the story continued?
18. Do you still have questions about this book that you would like to have answered?
19. Would you recommend this book to others? To whom and why? Who, if anyone, should not read this book? Why?
20. How do you picture the author of this book? Why do you picture him or her in this way?



READING LEVELS

Grade Level (Basal Level)	Fountas/Pinnell G.R. Levels	DRA Levels	RRR Levels	Rigby G.R. Levels	Rigby Catalog Levels
K (Readiness)	A	1	1	-	Emergent
K (Readiness)	B	2	2	-	
Grade 1 (Pre-Primer)	C	3	3 & 4	-	Early
Grade 1 (Pre-Primer)	D	4	5 & 6	-	
Grade 1 (Pre-Primer)	E	6-8	7 & 8	-	
Grade 1 (Primer)	F	10	9 & 10	-	
Grade 1 (Primer)	G	12	11 & 12	-	
Grade 1	H	14	13 & 14	-	
Grade One (late)	I	16	15 & 16 (17)	-	Early Fluent
Grade Two (early)	J	18-20	*(17), 18, 19, 20	2A	
Grade Two	K	24-28	↓	2B	
Grade Two	L			2C	
Grade Two	M			2D	
Grade Three	N	30	-	3A	Fluent
Grade Three	O	34-38	-	3B	
Grade Three	P	40	-	3C	
Grade Four (early)	Q		-	4A	
Grade Four	-	-	-	4B	
Grade Four (late)	R	-	-	4C	
Grade Five	-	44	-	5A	
Grade Five	-	-	-	5B	

This table roughly illustrates how these levels correlate to each other and to school grade levels. Teachers are encouraged to freely adjust this correlation according to their personal evaluation.

* Level (17) is transitional. Placement of Reading Recovery™ Levels 17 - 20 vary among school districts. (A few school districts place Reading Recovery levels 15 & 16 at second grade.)



Introduction to *Second Grade Everyday Mathematics*

Welcome to *Second Grade Everyday Mathematics*. It is a part of an elementary school mathematics curriculum developed by the University of Chicago School Mathematics Project.

Several features of the program are described below to help familiarize you with the structure and expectations of *Everyday Mathematics*.

A problem-solving approach based on everyday situations

By making connections between their own knowledge and their experiences both in school and outside of school, children learn basic math skills in meaningful contexts so the mathematics becomes "real."

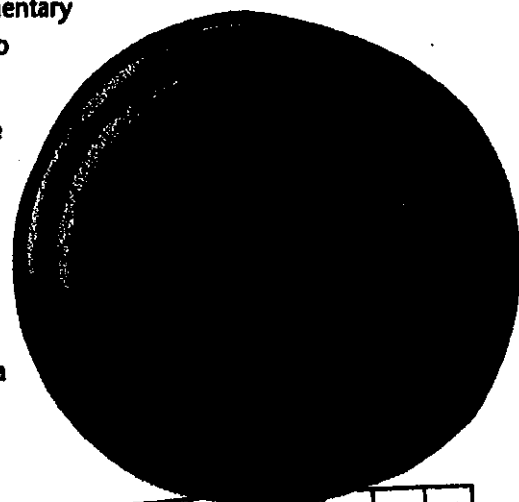
Frequent practice of basic skills Instead of practice presented in a single, tedious drill format, children practice basic skills in a variety of more engaging ways. Children will complete daily review exercises covering a variety of topics, find patterns on the number grid, work with addition and subtraction fact families in different formats, and play games that are specifically designed to develop basic skills.

An instructional approach that revisits concepts regularly

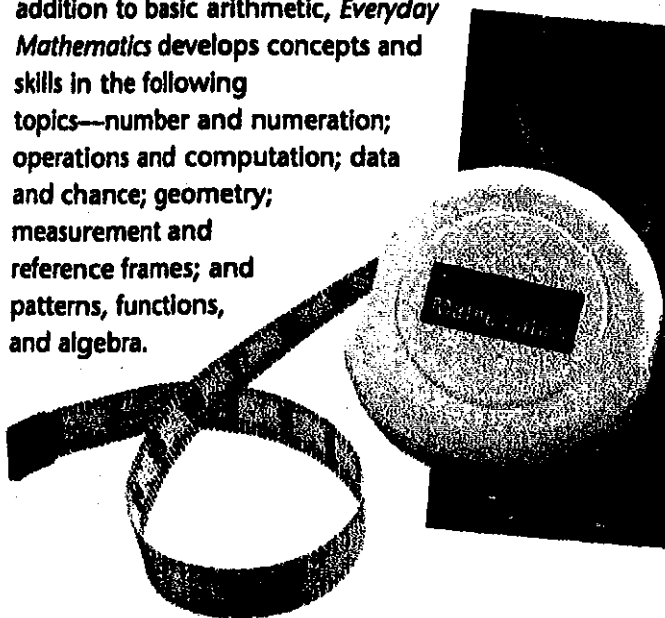
To improve the development of basic skills and concepts, children regularly revisit previously learned concepts and repeatedly practice skills encountered earlier. The lessons are designed to build on concepts and skills throughout the year instead of treating them as isolated bits of knowledge.

A curriculum that explores mathematical content beyond basic arithmetic

Mathematics standards around the world indicate that basic arithmetic skills are only the beginning of the mathematical knowledge children will need as they develop critical-thinking skills. In addition to basic arithmetic, *Everyday Mathematics* develops concepts and skills in the following topics—number and numeration; operations and computation; data and chance; geometry; measurement and reference frames; and patterns, functions, and algebra.



-9	-8	-7	-6	-5	-4	-3	-2	-1	0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110



Unit 1: Numbers and Routines

This unit reacquaints children with the daily routines of *Everyday Mathematics*. Children also review and extend mathematical concepts that were developed in *Kindergarten Everyday Mathematics* and *First Grade Everyday Mathematics*.

In Unit 1, children will ...

- ◆ Count in several different intervals—forward by 2s from 300, forward by 10s from 64, backward by 10s from 116, and so on.
- ◆ Practice addition facts, such as $5 + 4 = ?$ and $? = 7 + 5$.
- ◆ Review whole numbers by answering questions like “Which number comes after 57? After 98? After 234?” and “Which number is 10 more than 34? 67? 89?”
- ◆ Respond to prompts like “Write 38. Circle the digit in the 10s place. Put an X on the digit in the 1s place.”
- ◆ Work with a number grid to reinforce place-value skills and observe number patterns.

-9	-8	-7	-6	-5	-4	-3	-2	-1	0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

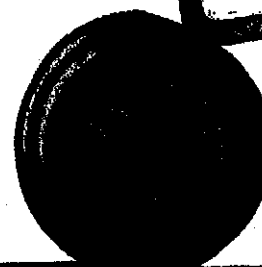
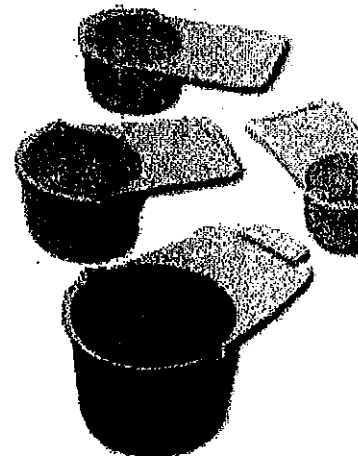
Children use number grids to learn about ones and tens digits and to identify number patterns, such as multiples of three.

- ◆ Review equivalent number names, such as $10 = 5 + 5$, $10 = 7 + 3$, $10 = 20 - 10$, and so on.
- ◆ Play games, such as *Addition Top-It*, to strengthen number skills.
- ◆ Practice telling time and using a calendar.

Do-Anytime Activities

To work with your child on the concepts taught in this unit, try these interesting and rewarding activities:

1. Discuss examples of mathematics in everyday life: television listings, road signs, money, recipe measurements, time, and so on.
2. Discuss rules for working with a partner or in a group.
 - ◆ Speak quietly. ◆ Be polite. ◆ Help each other.
 - ◆ Share. ◆ Listen to your partner.
 - ◆ Take turns. ◆ Praise your partner.
 - ◆ Talk about problems.
3. Discuss household tools that can be used to measure things or help solve mathematical problems.



SOFTBALL PARK		
HOME	INNING	VISITOR
••••	••••	••••
BALL ••	STRIKE •	OUT •

Adrian Promise



**am an Adrian star student,
even when no one is watching.**

**do the right things to help my family
and school.**

plan what I do and then I do what I plan.

**treat others honestly, fairly, and
with respect.**

**do not hurt other's feelings
but look for ways to make good choices.**

am accountable for my actions.

**am persistent in the pursuit of my dreams.
never give up.**

am optimistic. I try to see the best in people.

believe in myself!

HELPFUL HOMEWORK HINTS

Dear Parents,

Going over schoolwork with your child demonstrates that you think school is important, and it shows that you value your child's efforts at school. Here are some helpful homework hints.

- Set aside a time and place each evening for homework that is free from distractions.
- Make sure your child has the needed supplies to complete his/her homework correctly. Crayons, pencils, scissors, gluesticks, rulers, and addition and subtraction flashcards (1-18) are necessary for many homework assignments.
- Have your child read the homework directions to you. Ask if he/she understands what needs to be done. If he/she does, then your student should complete the homework independently. If your child doesn't understand the directions, please read and explain them.
- When your child is finished with the homework, check it over with them. Praise the student if he/she has done a good job. Point out areas that could be improved.
- **PLEASE NO INK ON HOMEWORK. ONLY USE PENCIL.**
- Make sure homework is completed neatly.
- Encourage your child to put his/her completed homework into his/her work folders. Make the student responsible for putting everything he/she will need for the next day in their bookbags. This should include lunch money in an envelope, notes, gym shoes, library books, supplies, projects etc. Getting all of this ready the night before makes for a much calmer morning.
- Helping your child assume responsibility for school materials and homework is an excellent way to foster independence and a sense of responsibility in him/her.

PARENT VOLUNTEERS

Parent volunteers usually work with individual students. They might give make-up tests for work that was missed while the student was absent. They might listen to children read or help with math activities or journal work. A parent volunteer might also help the teacher with special projects.

If you are interested in being a parent volunteer please sign below.

Name: _____

Days and times you can volunteer: _____

Phone Number: _____

If you are interested in being a room parent please sign below. The room parents help with holiday classroom parties and chaperone field trips.

Name: _____

Phone Number: _____