

An underwater scene with various fish and coral. In the top left, a purple and white striped fish swims. In the top center, three purple fish swim. In the top right, a blue and yellow fish swims. In the middle right, a small grey fish swims, followed by an orange fish, and then a large grey shark. In the bottom left, a yellow and black striped fish swims near a purple coral. In the bottom center, a grey shark swims near a large grey rock. In the bottom right, a yellow and orange fish swims near green seaweed. The background is a teal and blue gradient with light rays.

Oceans of Fun!

Mrs. Flanders

2nd Grade
Handbook
2023 - 2024

Dear Greenwood 2nd Grade Families,

I am looking forward to a fun and exciting year with you in 2nd grade. Many fun activities will take place as we challenge ourselves to reach new levels of learning.

Please take a moment to sit down with your child and read through this “handbook”. This book will enable all of us to work together to create a meaningful experience for you in 2nd grade. Please do not hesitate to contact me. I want to help! My school number is 836-5957. If you leave a message, I will get back to you as soon as possible. The best way to reach me is through email. My email address is JanelleFlanders@MissouriState.edu.

Thanks,

Mrs. Janelle Flanders

Our class website is

<http://courses.missouristate.edu/janelleflanders>

Please bookmark this page as you will need to refer to it every week to see the newsletter, weekly spelling list, parent information, and book reports. All information is on the website. ☺

2nd Grade Handbook 2023-2024 (as of July 28, 2023)

Absences: Please send an email or call the office to let us know.

Bedtime: In order for your child to do well in school, they must get to bed at a developmentally appropriate time. It is difficult to learn when tired. Most children do well with a bedtime between 7:00 and 8:00 PM; 8:30 is the very latest bedtime recommended all the way up to age 10.

Before School Visits: The beginning of the school day is very important, and we need to stay on schedule in order to complete all the daily tasks. If there is a need for a conference, we can schedule one. If you have a concern please call, email, or write me a note so we can arrange a time to discuss your concerns.

Birthdays: You may send a treat to share during lunch. If you are having a party, you may send the invitations through the classroom **only** if everyone is invited.

Book Club: We have book orders a couple times throughout the year. It is easy to order online.

Colds/Fever: If your child is sick, please keep him/her at home. When sick children come to school, they spread the germs to the other children in the classroom. Students must be **fever free** or **illness free** for **24** hours **before** they are brought back to school.

Discipline/Management: My classroom discipline plan is Love & Logic. **I will not allow a child to misbehave and take away from the learning of other students.** Students are expected to follow the directions the first time they are given. Talking back will NOT tolerated. Consequences are cumulative throughout one day. Misbehavior will not be allowed.

I use the color system of managing behavior. The colors are green (great day), yellow (warning), blue (time out), and red (parent contact). Everyday each student begins with his or her cards on GREEN. Behavior is a choice and by breaking a rule, a choice is being made. If a student breaks a rule, they are given a verbal warning and reminded to make good

choices. If the misbehavior continues, the student pulls their card to yellow and so on.

Dismissal – End of Day Carline: Please follow the pickup policy as set forth by Greenwood for safety. Classes will begin dismissal at 2:55 p.m. Enter the parking lot from the south side (Bear Blvd.) following the left line around the school and into the front circle. Please do not cut into the line from the north street (Harrison) Parents walking up should sign in at the dismissal computer and wait near there for students to be dismissed from the classroom to the hallway.

Drop off – Morning Carline:

When arriving at school, please enter the carline from Bear Ave.

Do not enter from the street in front of school.

All 2nd grade students should go to the cafeteria if they enter the building before 8:10. If parents or guardians are in the building prior to 8:10, students may wait in the hallway on the west side of the office near the library with their parent.

Eating: It is important that your child eat a good breakfast.

We go to lunch at 10:55 a.m. each day. 2nd grade does not have a snack.

Gym/Wellness: All children should wear gym shoes during Wellness class. The shoes may be kept at school. We have Wellness class twice each week. *This year it is on Monday and Wednesday.*

Library: We have library twice a week. Children may check out books on Monday during our library class. If gone on Monday, students may check out books on Thursday.

Medicine: If **any** medicine is needed, please fill out the appropriate form and send it to school or stop in the office to fill one out.

News & Notes: Look for our classroom newsletter online. It will be posted by **Monday morning**. There will be a link on our class web page that can be found at <http://courses.missouristate.edu/janelleflanders>

Reading: Always make time to read to and with your child. ***It is one of the most important things you can do with your child.***

Responsibility: It is your child's job to turn in their papers when due. Please check the book bags each evening to make sure students are completing all the homework.

*Assignments that are not turned in will be marked as a "0" in the grade book. Papers that are turned in 2 days late will be given $\frac{1}{2}$ credit. If a student scores a very low score, at the teacher's discretion, the paper may be marked "Redo." Final grade is the average of the two scores. For example: 4 out of 20 on first attempt + 16 of 20 on redo = $\frac{20}{2} = 10$

If a paper is not marked "redo" by the teacher, that paper is not eligible for a different grade. You may choose to have your child fix mistakes; however those papers will not be regraded for a better grade, and should not be returned to school. If you find a grading mistake, please return paper to school so the teacher can adjust the grade accordingly.

Math homework is due the **next day**, and the **Reading Fluency** sheet is due on **Friday morning**.

Tardy: It is **VERY** important that you are at school on time. Students must be sitting at their desk at 8:15 a.m. Students should go to the restroom and get a drink before the classroom is opened at 8:10 a.m. The students need to be on time so that they have enough time to prepare for the busy day.

Television: Too much TV is not very good. Reading is an excellent way to pass time.

Toys at School: **Please leave toys at home**. Your child is responsible if their toys are broken, should they accidentally be brought to school.

VIP Folder: Every second grader will have a "VIP" folder. One side will be labeled "School" and the other "Home." All homework, parent information sheets, graded papers, notes to parents, etc. will come home on the "Home" side of the "VIP" folder. All papers that need to be returned to school should be put on the "School" side of the "VIP" folder. These include completed homework, book orders, notes to teacher, and/or anything else you would like to share with me. The "VIP" folder **NEEDS** to be returned **DAILY!**

Wings: All students who participate in the SPS Wings program are held accountable for all the content that they miss from our classroom. You may stop by school, **after** 3:00 p.m. and pick up the math homework and other work that you missed. Please remember that the Wings program is offered by the public-school systems and is not aligned with our curriculum. Also, you will miss 20% of 2nd grade curriculum and class instruction.

Curriculum Information

Language Arts:

The concept of the 'science of reading' encompasses a comprehensive range of research that includes phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension instruction. While people often use the term to specifically refer to phonics instruction, it is important to recognize that the science of reading covers a much broader scope than just phonics.

Guided Reading, Self-Selected Reading, Writing, and Phonics represent different approaches to teaching children to read. Daily instruction in all approaches will provide numerous and varied opportunities for your child to read and write. This acknowledges that children do not all learn in the same way and provides substantial instruction to support whatever learning personality a child has.

SSR (Self Selected Reading) is children choosing what they want to read. They will “check out” their own books once a week and will read silently each day. I will hold individual conferences (and individual instruction when the opportunity arises) with each child about their books during reading time.

Guided Reading is a where I will choose material for children to read and a purpose for reading, and then guide them to use reading strategies needed for that material and that purpose. Guidance will be provided in a variety of whole class, small group, and partner formats. During Guided Reading, children learn the “nuts and bolts” of reading and eventually put those skills with comprehension skills to become fluent readers. The beauty of Guided Reading is taking the children where they are now and expand on that. It is individualized instruction. This can be accomplished with a variety of material, big books, basal readers, magazines, multiple copies of trade books, and sections from science and social studies textbooks.

Writing includes a mini lesson that provides children with a model of what writers do. During this time, children engage in various writing activities from starting a new piece, to finishing a piece, revising, editing, or illustrating. Another component includes conferences that lead to a final published piece. We do not publish every piece that a child creates.

The phonics portion is systematic and explicit, focuses on patterns, not just "memorizing" individual words, addresses phonemic awareness, incorporates frequent review of previously taught skills, includes hands-on, multi-sensory instruction, and incorporates word practice in isolation (spelling and reading words by themselves) and in context (spelling and reading words in the context of sentences, paragraphs, and entire texts).

Children participate in many activities involving the mechanics of phonics and how it relates to our language. We practice Making Words, when children touch and manipulate letters to make words with patterns and new relationships appear.

Reading at home is an important part of the expectations for second grade students. **Each student is expected to read 300 minutes every month** at home. There is a calendar in the VIP folder. Please help your child keep track of these reading minutes and return the calendar at the end of the month. If a child reads above and beyond these 300 minutes, they will be given extra stickers for the iRead Readers awards program. Please add up the total minutes and sign the calendar at the end of each month.

Spelling/Word study - Our goal is to correctly spell, use, and legibility write the spelling words. The spelling/word study test will be on Friday. Each week we will learn how to spell a state of the United States as a bonus, it can be found on the Spelling/Word Study Sheet. If it is spelled correctly on Friday, 2% will be added on to the score. We will have a practice test on Monday. If you score a +16, 100%, you are not required to take the test on Friday. Spelling words will be counted wrong if the letters are not legible.

Math

Math in second grade involves a lot of hands-on activities. Our curriculum includes problem solving, addition, subtraction, place value, money, fractions, geometric shapes, data analysis, and time. Math class is the first thing in the morning and provides an environment in which students

are afforded the opportunity to work with teacher guidance and/or independently in order to build solid math skills, concepts and strategies.

Handwriting

We will continue to review and practice manuscript. Written work should be legible. If written work is not legible, the student will be required to redo the activity. During the second semester, we will begin learning cursive.

Science

We will follow the Missouri Learning Standards provided by the state of Missouri. This year science on Monday, Tuesday, and Thursday.

Other VERY important information:

Please note: Policy regarding homework when missing school for illness or vacation.

***Make-up** work will be available to pick up in the office at 3:00 p.m. after a child's absence due to vacation, dr. appointments, or illness. We will collect the work as we accomplish it throughout the day. Please keep in mind that a lot of work in second grade is still oral therefore some of the work can't be made up. Homework will not be available before a planned absence.

Missouri State University Syllabi required statements:

Statement on academic dishonesty:

Greenwood Laboratory School, being a department of Missouri State University, is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's student honor code, Greenwood School Handbook which is available online on Greenwood's webpage. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Statement of nondiscrimination:

Missouri State University is an equal opportunity/affirmative action institution and maintains a grievance procedure available to any person who believes he or she has

been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Statement on disability accommodation:

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Plaster Student Union, Suite 405, 417-836-4192 or 417-836-6792 (TTY), www.missouristate.edu/disability. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, 417-836-4787, <http://psychology.missouristate.edu/lhc>.

Second Grade Contingency Plan for Cancellations

In our area we can experience inclement weather and influenza outbreaks that could prevent us from meeting at Greenwood. Should a cancellation occur, the following plan will be utilized.

Short absence (ie for weather): Our class website will be utilized to deliver assignments and homework. Students should check each of their subject classes and complete any assignment given. This is subject to change at the discretion of the teacher.

Extended absence (ie for Covid): Emails and class website will both be utilized to deliver instruction and assignments. In this eventuality, parents would be sent an email with specific details related to instruction and assignments.

Cell phone policy:

The use of cell phones is prohibited during class time per MSU policy. Secondary students may use cell phones in-between classes, during the lunch period or before and after school.

Elementary students are not to use a cell phone during the school day.

I am looking forward to a wonderful school year! I thank you in advance for your help and support in making your child's education a priority.

Partners in Education,

Mrs. Flanders

Missouri Learning Standards

Greenwood 2nd Grade English Language Arts

Develop and demonstrate reading skills in response to text by:

- a. using text features to make and confirm predictions, explain why not confirmed
- b. asking and responding to relevant questions
- c. seeking clarification and using information/ facts and details about texts and supporting answers with evidence from text
- d. retelling a story's beginning, middle, and end and determining its central message, lesson, or moral
- e. monitoring comprehension and making corrections and adjustments when understanding breaks down

Develop an understanding of vocabulary by:

- a. using prefixes, root words, and suffixes to determine the meaning of words
- b. using knowledge of the meaning of individual words to determine the meaning of compound words
- c. using context to determine the meaning of a new word or multiple-meaning word in text
- d. using antonyms and synonyms
- e. locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases
- f. distinguishing meaning among closely related verbs and adjectives
- g. recognizing that some words have literal and non-literal meanings
- h. using conversational, general academic, and domain-specific words and phrases

Determine the relevant connections between:

- a. text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction)
- b. text to world (text ideas regarding experiences in the world)

Read independently for multiple purposes over sustained periods of time by:

- a. reading text that is developmentally appropriate
- b. producing evidence of reading

Read, infer, analyze, and draw conclusions to:

- a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson
- b. describe the main characters in works of fiction, including their traits, motivations, and feelings
- c. compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events
- d. describe cause-and-effect relationships
- e. explain how the story changes based on who is telling the story
- f. compare and contrast the differences in points of view of characters and how stories are narrated

Read, infer, and draw conclusions to:

- a. describe how rhythm, rhyme, and repetition create imagery in poetry
- b. use onomatopoeia

Read, infer, and draw conclusions to:

- a. identify characters, setting, acts, and scenes in plays
- b. identify the elements of dialogue and use them in informal plays

Read, infer, and draw conclusions to:

- a. identify the main idea of sections of text and distinguish it from the topic
- b. demonstrate understanding by locating facts to answer and/or ask questions

- c. use text features to locate specific information
- d. explain common graphic features to assist in the interpretation of text
- e. follow written multi-step directions
- f. describe connections between and state the order of the events or ideas

Read, infer, and draw conclusions to:

- a. explain why a text is fiction or nonfiction
- b. ask and answer questions to clarify meaning
- c. explain examples of sensory details

Read, infer, and draw conclusions to:

- a. explain main ideas and supporting details
- b. describe the connection between events and retell the sequence of events
- c. describe the connection between and identify problems and solutions
- d. identify the author's purpose
- e. compare and contrast the most important points presented by text on the same topic

Read to develop an understanding of media and its components by:

- a. explaining purposes of media
- b. describing techniques used to create media messages
- c. identifying various written conventions for using digital media

Develop print awareness in the reading process by:

- a. understanding that sentences are organized into paragraphs to convey meaning

Develop phonics in the reading process by:

- a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- b. distinguishing long and short vowels when reading regularly spelled one-syllable words
- c. decoding regularly spelled two-syllable words with long vowels
- d. decoding words with vowel diphthongs
- e. decoding words with vowel digraphs
- f. reading words with common prefixes and suffixes
- g. using contractions
- h. using common syllable patterns to decode words including *r*-controlled vowels
- i. reading irregularly spelled high-frequency words
- j. demonstrating decoding skills when reading new words in a text

Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension

- a) use context to confirm or self-correct word recognition and understanding, rereading as necessary

Follow a writing process to plan a first draft by:

- a) brainstorming and recording key ideas using a graphic organizer

Appropriate to genre type, develop a draft from prewriting by:

- a) sequencing ideas into clear and coherent sentences
- b) generating paragraphs with one main idea
- c) creating evidence of a beginning, middle, and end
- d) addressing an appropriate audience

Reread, revise, and edit drafts with assistance from adults/peers to:

- a) strengthen writing as needed by revising main idea, details, word choice, sentence construction, event order, audience, voice
- b) edit for language conventions

With assistance from adults/peers:

- a) use a variety of conventional/digital tools to produce and publish writing
- b) introduce keyboarding skills

Write opinion texts that:

- a) introduce a topic or text being studied, using complete sentences
- b) state an opinion about the topic or text and provide reasons for the opinion
- c) use specific words that are related to the topic and audience
- d) use linking/transition words and phrases to signal event order
- e) provide evidence of a beginning, middle, and concluding statement or section

Write informative/ explanatory texts that:

- a. introduce a topic or text being studied, using complete sentences
- b. use facts and definitions to develop points in generating paragraphs
- c. use specific words that are related to the topic and audience
- d. use linking words and phrases to signal event order
- e. create a concluding statement or paragraph

Write fiction or non-fiction narratives and poems that:

- a. establish a situation/topic based on the student's experience or imagination
- b. introduce a main character and setting
- c. develop sensory details
- d. follow a logical sequence of events using complete sentences to create a beginning/middle/ end
- e. use linking/transition words to signal event order
- f. use specific words that are related to the topic and audience

Apply research process to:

- a. generate a list of open-ended questions about topics of interest
- b. create an individual question about a topic
- c. use own question to find information on a topic
- d. gather evidence from available sources, literary and informational
- e. record basic information from literary and informational texts in simple visual format
- f. present and evaluate information in written and oral reports or displays

In speech and written form, apply standard English grammar to:

- a) use nouns and pronouns in writing
- b) use collective nouns
- c) use common irregular nouns
- d) use reflexive pronouns
- e) use regular verbs
- f) use helping verbs with regular verbs
- g) use adjectives and adverbs in sentences
- h) produce simple declarative, imperative, exclamatory, and interrogative sentences

In written text:

- a) write legibly (print, cursive)
- b) use dialogue that contains quotation marks
- c) use apostrophes correctly for contractions

- d) capitalize weeks, days, months, holidays
- e) capitalize abbreviated titles of people
- f) spell words using irregular spelling patterns
- g) spell and use the plural of nouns by adding *-es* to nouns ending in *-s*, *-ss*, *-sh*, *-ch*, or *-x*
- h) use nouns that change their spelling in plural form
- i) arrange words in alphabetical order to the second letter

Develop and apply effective listening skills and strategies in formal and informal settings by:

- a. following classroom listening rules
- b. following three-step instructions, according to classroom expectations

Develop and apply effective listening skills and strategies in formal and informal settings by:

- a) demonstrating active listening, according to classroom expectations

Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

- a. taking turns in discussion with a shoulder partner, according to classroom expectations
- b. confirming comprehension of read-aloud and independent reading by retelling and asking appropriate questions

Speak clearly, audibly, and to the point, using conventions of language when presenting individually/with a group by:

- a. explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience
- b. recalling and telling a story with details, including a beginning, middle, and end
- c. using academic language and convent

Missouri Learning Standards 2nd Grade Social Studies

- Explain how laws and rules are made and changed within a community.
- Examine how individual rights are protected within a community.
- Analyze how being an active and informed citizen makes a difference in your community.
- List the consequences of citizens not actively participating in their communities.
- Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation.
- Describe the importance of the Pledge of Allegiance.
- Recognize and explain the significance of national symbols including national landmarks, national parks, and important memorials.
- Distinguish the responsibilities and powers of government officials at various levels and branches of government.
- Identify and explain the concept of branches and functions of government.
- Compare the culture and people in our community across multiple time periods.
- Describe the contributions of inventors or pioneers in their field who influenced progress in our nation.

- Describe consumption and production and the relationship to goods and services.
- Demonstrate how people use money to buy and sell goods and services.
- Demonstrate how people barter to exchange goods and services.
- Explain the relationship of income, labor, and wages.
- Describe a personal cost-benefit situation.
- Read and construct maps with title and key.
- Identify the properties and use of different types of maps.
- Name and locate regions in your community, and in the world
- Identify and describe physical characteristics of the world.
- Identify and describe physical characteristics of the student's region in Missouri.
- Describe human characteristics of the student's region in Missouri.
- Describe different types of communication and transportation and identify their advantages and disadvantages.
- Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.
- Define the concept of regions as places, which have unifying political, physical, or cultural characteristics.
- Describe why people of different groups settle more in one place or
- Explain how geography affects the way people live today.
- Compare the cultural characteristics of regions in the state.
- Demonstrate a peaceful resolution to a dispute.
- Recall stories and songs that reflect the cultural history of peoples from various regions in the United States including regional folk figures, Native American legends and African American folktales.
- Describe how regions commemorate cultural heritage.
- Select and use artifacts to share information on social studies' topics.
- Use visual tools and informational texts to communicate information.
- Explain the difference between fact and opinion in social studies' topics.
- Explain the concept of point of view in social studies' topics.
- Share research about a social studies' topic.
- Develop supporting questions about social studies' topics, with assistance.

Missouri Learning Standards

2nd Grade Science

- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]
- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.]
- Analyze data to determine how the motion of an object changed by an applied force or the mass of an object.
- Plan and conduct investigations to provide evidence that changes in vibration create change in sound.
- Plan and conduct investigations on the growth of plants when growing conditions are altered (e.g., dark vs. light, water vs. no water). Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- Use information from several sources to provide evidence that Earth events can occur quickly or slowly. [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.]
- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. [Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.
- Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- Obtain information to identify where water is found on Earth and that it can be solid or liquid.
- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Missouri Learning Standards

2nd Grade Math

Number Sense and Operations in Base Ten (NBT)

Understand place value of three-digit numbers.

- Understand three-digit numbers are composed of hundreds, tens and ones
- Understand that 100 can be thought of as 10 tens - called a "hundred".
- Count within 1000 by 1s, 10s and 100s starting with any number.
- Read and write numbers to 1000 using number names, base-ten numerals and expanded form.
- Compare two three-digit numbers using the symbols $>$, $=$ or $<$.

Use place value understanding and properties of operations to add and subtract.

- Demonstrate fluency with addition and subtraction within 100.
- Add up to four two-digit numbers.
- Add or subtract within 1000 and justify the solution.
- Use the relationship between addition and subtraction to solve problems.
- Add or subtract mentally 10 or 100 to or from a given number within 1000.

Represent and solve problems involving addition and subtraction.

- Write and solve problems involving addition and subtraction within 100.

Relationships and Algebraic Thinking (RA)

Add and subtract within 20.

- Demonstrate fluency with addition and subtraction within 20.
- Develop foundations for multiplication and division.
- Determine if a set of objects has an odd or even number of members.
 - a. Count by 2s to 100 starting with any even number.
 - b. Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.
- Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends

Geometry and Measurement (GM)

Reason with shapes and their attributes.

- Recognize and draw shapes having specified attributes, such as a given number of angles or sides.
 - a. Identify triangles, quadrilaterals, pentagons, hexagons, circles and cubes.
 - b. Identify the faces of three-dimensional objects.
- Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.
- Partition circles and rectangles into two, three or four equal shares, and describe the shares and the whole.
 - a. Demonstrate that equal shares of identical wholes need not have the same shape.

Measure and estimate lengths in standard units

- Measure the length of an object by selecting and using appropriate tools.
- Analyze the results of measuring the same object with different units.
- Estimate lengths using units of inches, feet, yards, centimeters and meters.
- Measure to determine how much longer one object is than another.

Relate addition and subtraction to length.

- Use addition and subtraction within 100 to solve problems involving lengths that are given in the same units.
- Represent whole numbers as lengths on a number line and represent whole-number sums and differences within 100 on a number line.

Work with time and money.

- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock.
- Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ appropriately.
- Find combinations of coins that equal a given amount.

Data and Statistics (DS)

Represent and interpret data.

- Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers.
- Generate measurement data to the nearest whole unit and display the data in a line plot.
- Draw a picture graph or a bar graph to represent a data set with up to four categories.
- Solve problems using information presented in line plots, picture graphs and bar graphs.
- Draw conclusions from line plots, picture graphs and bar graphs.