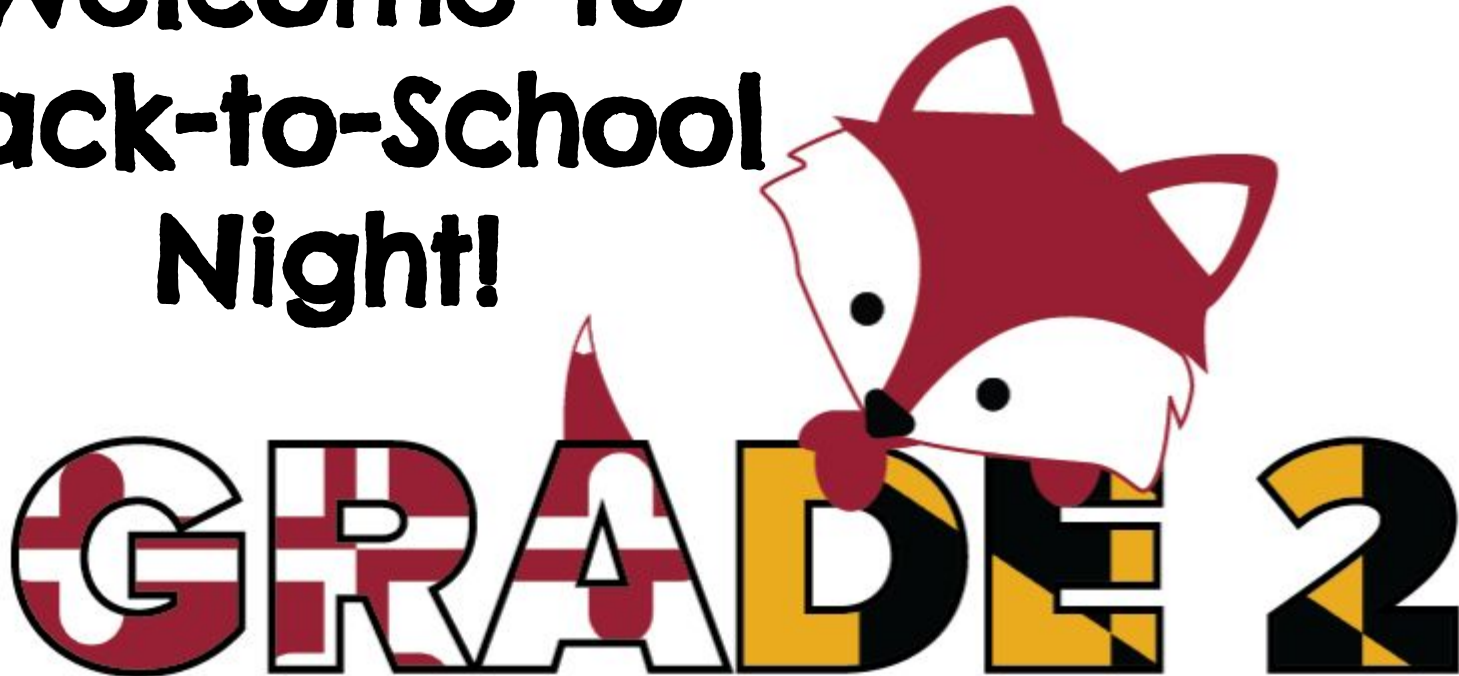


Welcome to Back-to-School Night!

2019



Ms. Depaz, Ms. Lewis, Ms. Park,
Ms. Smith, and Mrs. Sutton

Outcomes



By the end of this session, we will have:

- discussed our expectations for this year
- introduced the new Benchmark Advance reading & writing curriculum
- reviewed the 2nd grade curriculum/Grading and Reporting
- answered frequently asked questions
- described a typical day in each individual classroom

Attendance Expectations



Illness

- if your child is sick – have them stay home!
- send in a note

Transportation

•A note with a parent signature MUST be sent in with your child if the way your child goes home changes!



Communication

Email

The fastest, most convenient way to stay in touch is through email:

email us

- Zaira_P_DepazMendez@mcpsmd.org
- Jamie_E_Lewis@mcpsmd.org
- Stephanie_Park@mcpsmd.org
- Jennifer_D_Smith@mcpsmd.org
- Catriona_A_Sutton@mcpsmd.org

Phone

If there's an emergency, call the school at **240-740-0680**

(before school starts at 8:25am or after school ends at 3:25pm)

More Communication

Yellow Daily Communication Folders

These folders have your child's Reading and Behavior Log. Please check your child's behavior for the day, and sign when he/she has read for 15-20 minutes.

- sent home daily – even on Friday
- returned to school every day

Red Folders

These folders contain important information for you to review each week. They are sent home every Wednesday and should be returned the next day, along with any forms that needed to be completed.

Name: _____

Weekly Homework/Behavior Log

Directions: Read 15-20 minutes every night and write the title of your book.
Have a parent sign your log.




How was my day?	
Green	Had a GREAT day!
Yellow	Needed a few reminders
Orange	Needed several reminders
Red	Needed MANY reminders

Date:	Homework:	Behavior:	Parent Signature:
Monday, September 11, 2017	Book Title: _____		
Tuesday, September 12, 2017	Book Title: _____		
Wednesday, September 13, 2017 <small>Back to School Night 4:30-8:00</small>	Book Title: _____		
Thursday, September 14, 2017	Book Title: _____		
Friday, September 15, 2017	Book Title: _____		

Homework Expectations

Yellow Daily Communication Folders (again!)

- sent home daily (even on FRIDAY) and returned each morning
- must be returned the next day with a parent/guardian's signature
- students are to be reading every night for at least 15-20 minutes

WHY READ 20 MINUTES AT HOME?		
Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.
If they start reading for 20 minutes per night in Kindergarten, by the end of 6 th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.		
WANT TO BE A BETTER READER? SIMPLY READ.		

Math

- **Begins at 10:00**

- **At Home:**

- Review Basic Facts

- it is important that students learn their basic math facts
- Xtra Math – at school AND at home

- Identifying and counting collections of coins

- we encourage parents to purchase an analog clock for at home

The logo for XtraMath, featuring a yellow 'X' inside a black square followed by the text 'traMath' in a black, sans-serif font.





Instructional Shifts

Benchmark Advance resources were built to support the College and Career Ready Standards for Literacy. Key instructional shifts are:

- Regular practice with complex text
- Using text evidence in reading, writing, listening and speaking
- Building content knowledge

Key Components

- Vertical alignment across K-5
- Three-week units centered around knowledge strands
- Write-in text sets + digital access to materials
- Writing aligned to reading
- Foundational skills instruction
- English learner scaffolds
- Targeted intervention tools
- Built-in assessments



Vertically Aligned Standards

Staircase
of Complexity,
Progression
of Learning
Practice/Apply
Skills and
Strategies
Across the
Grade Levels

Unit	Knowledge Strand	GRADES					
		K	1	2	3	4	5
1	Life Science	Plants and Animals Have Needs Why do living things have different needs?	Plants and Animals Grow and Change Why do living things change?	Habitats Around the World How do living things get what they need to survive?	Animal Characteristics How do living things survive in their environment?	In the Wild How do we respond to nature?	Partners in Survival How do living things help one another survive?
2	Character	Every Story Has Characters How are characters different?		Many Kinds of Characters How do we learn about characters?	Characters Facing Challenges What can we learn when we face problems?	Ways Characters Shape Stories How do our actions influence our lives?	
3	Government and Citizenship	Why do we have a government?	How do people get involved in their communities?	Why do we have a government?	Why do people get involved in government?	How do governments influence the way we live?	Why do laws and rules exist?
4	Perspectives in Literature	Writers Tell Many Stories Why do people tell stories?	Stories Have a Narrator How do people create stories?	Different Characters, Different Points of View How can a story change depending on who is telling it?	Different Perspectives, Different Points of View What makes people view the same experience differently?	Through the Storyteller's Eyes What do we learn when we look at the world through the eyes of others?	Distinct Voices, Diverse Perspectives How can other perspectives help us explore the world?
5	Technology and Society	Technology at Home and School Why do we use technology?	Technology at Work How can technology make a difference in our lives?	Technology and Invention Where do ideas for inventions come from?	Technological Advancements What is the value of innovation?	Robot Revolutions How do we make decisions about developing new technology?	Innovation in a Changing World What value does technology bring to people's lives?
6	Themes Across Cultures	Stories Have a Message How do we know what is right?	Stories Teach Many Lessons What can we learn from a mistake?	Tales That Teach Us What can different cultures teach us?	Decisions, Decisions What helps us solve problems?	Heroes and Villains What motivates a hero?	Struggles for Survival What compels us to survive?
7	History, Culture, and Geography	Holidays and Celebrations Why do we celebrate people and events?	Past, Present, and Future Why is the past important?	Pioneers in Flight How does understanding the past shape the future?	Communities Past and Present What is a community?	Changing Lives, Changing Communities How do communities evolve?	The American Revolution How does conflict shape a society?
8	Earth Science	Weather and Seasons How do our lives change with the seasons?	Observing the Sky Why do the sun and moon capture our imagination?	Wind and Water Shape the Land How do we react to changes in nature?	Earth's Surface How do we understand change?	Nature's Fury How do Earth's natural processes impact our lives?	Water What does water mean to people and the societies they live in?
9	Economics	Meeting Our Needs and Wants Why do we make choices?	We Use Goods and Services Why do people trade with each other?	Making, Buying, and Selling How do the goods we make, buy, and sell connect us?	Time, Money, and Values What do our economic choices tell us about ourselves?	Resources Impact Economies How does access to resources influence people's lives?	Economies in Transition How do economic changes impact society?
10	Physical Science	Forces and Motion What makes things move?	Exploring Sound, Light, and Heat How would our lives be different without sound, light, and heat?	Changing Matter How can matter change?	Actions, Reactions, and Interactions How does understanding science help us achieve our goals?	Exploring Electricity Where do scientific discoveries lead us?	Transforming Matter Why do we measure and describe the world?

Before Unit 1: Review & Routines


- First 20 days of instruction to allow students to learn the classroom procedures through direct instruction, rather than through trial and error.
- Time to explicitly model, teach and practice literacy behaviors and expectations students will use consistently throughout the year.
- Parents should not expect to see graded work coming home during this time.
- Teachers will gather anecdotal and formative data in order to assess students' reading skills for placement in small, flexible, needs-based groups, but will not report reading or writing grades until Unit 1 begins.

Close Reading

In Grades K–1, students learn how to interact with texts as a first step toward close reading and text annotation.


Topic 6: Stories Have a Message

Crow Learns a Lesson



Crow found a piece of cheese and flew up to a tree to eat it. Fox saw her and had a plan.

“You have such a wonderful voice!” he said. “Please sing for me!” So Crow sang and the cheese fell down! Then Fox ran away with the cheese.



2

Short Read 2

Remember to annotate as you read.

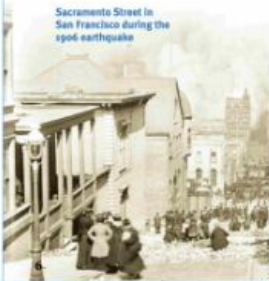
The San Francisco Earthquake, 1906: An Eyewitness Account

by Emma Burke

At 5:12 a.m. on April 18, 1906, residents of San Francisco, California, were jolted out of their beds by the first shock of a violent earthquake. More than a century later, this quake still ranks as one of the most significant geological events of all time. Emma M. Burke, who lived on Waller Street near Golden Gate Park at the time of the earthquake, published this account of her experiences that fateful day.

1 No one can comprehend the calamity to San Francisco in its entirety. The individual experience can probably give the general public the clearest idea. I was one of the fortunate ones, for neither personal injury nor death visited my household. But what I saw and felt I will try to give to you.

Sacramento Street in San Francisco during the 1906 earthquake



In Grades 2–5, students annotate each text and take margin notes as they read closely to and answers and evidence.

Using Text Evidence in Writing

Using Text Evidence in Writing

During writing to sources mini lessons in Grades K–1, students learn how to find and use key details from a text they have read to support an idea or opinion. Students also use texts as inspiration for their creative writing.

Beginning in Grade 2, students write informational, opinion, and narrative texts based on one or more sources they have read. Through engaging prompts and explicit mini-lessons, they become proficient in the kind of writing they will be required to do on new assessments.

Writing to Sources

Opinion

In the play “The True Jack?,” each character shares his or her opinion of Jack, the main character in “Jack and the Beanstalk.” Which character’s point of view do you most agree with? State your opinion, and support it using details from both texts.

Sample Grade 3 Writing to Source prompt

Home-School Connections

- This letter exists for each unit at each grade level.
- The first page has an overview of the topic and big idea of the unit.
- The second page consists of connections to the topic, vocabulary, comprehension, and word study concepts taught in the unit, with ideas for activities parents can complete with their children at home.

Dear Family Member,

Welcome to our next unit of study, "Ways Characters Shape Stories."

In this unit, we'll be reading folktales, myths, poems, and stories. We'll meet some well-known characters like King Midas and Paul Bunyan, and we'll also get to know new ones like a Russian girl called Snow White. As we read the selections, we'll be looking carefully at the characters, noticing how they are described and what personality traits we can infer from their actions. We'll also examine character motivations and discuss what character traits result from their actions.

"Ways Characters Shape Stories" is an interest that will stimulate some lively discussions that will take place at home. I look forward to working together with you. Should you have any questions about our reading program or your child's progress, please don't hesitate to

Example from
Grade 3, Unit 2

Ways Characters Shape Stories

In this unit, we read different kinds of fiction and tried to learn about the question "How do our actions influence our lives?" There are some activities designed to describe the character and story analysis we've done in class and to build on the skills and concepts your child has learned. Hopefully you'll even have some fun, too, as you work together!

Character Connections

It's not just when we're reading books or watching movies that we think about characters. Understanding the people we meet in fiction helps us understand the people we meet in our lives. In our class, for the next time you and your child are watching a movie, reading a book, or interacting with someone, take a moment to talk about character traits and motivations.

World Words

As you use active, vivid verbs to help make your stories come alive in our journal and, we've learned a few new vocabulary words including the words *strife* and *reveler*. Discuss the meaning of the words with your child. How is *strife* different from what you think *strife* and *reveler* are? Try to come up with other words for *strife* and *reveler*.

Compound Words

In our word study instruction, children are learning compound words, two words created by joining two separate words with different meanings. To help your child with this skill, get a few cards and write on a compound word on the cards. For example, "board" on one, "spring" on the next. Then draw or flip the cards and take turns flipping them over. The first person to call out the compound word wins. Here is a list of compound words from the unit.

boardspring
boardwalk
boardwalk
boardwalk
boardwalk

Social Studies & Science

Social Studies

- Citizenship
- Customs and Traditions
- Economics
- Leaders

Science

- NGSS...it's new!



Next Generation Science Standards

Information for Parents: Grade 2



Why the Next Generation Science Standards (NGSS)

Students have interactive science instruction that promotes-

- analysis and interpretation of data
- critical thinking
- problem solving
- connections across science disciplines

What is different about NGSS?

Students have the opportunity to-

- Create their own investigations
- Develop models to explain phenomena and solve problems
- reason and support their conclusions with evidence
- use science to solve real problems
- engage in learning connecting engineering and science practices and concepts

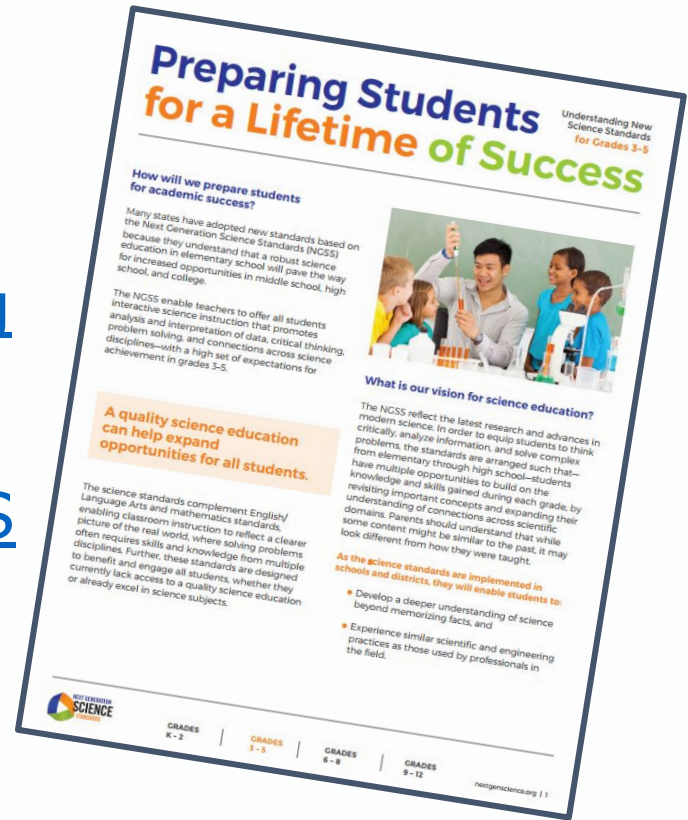
Additional Resources

- Next Generation Science Standards website

<https://www.nextgenscience.org/parentguides>

- Parent Q&A

<http://static.nsta.org/pdfs/NGSSParentGuide.pdf>



Grading and Reporting

A	The student consistently demonstrates mastery of the grade level standards taught this marking period.
B	The student frequently demonstrates mastery of the grade level standards taught this marking period.
C	The student periodically demonstrates mastery of the grade level standards taught this marking period.
D	The student rarely demonstrates mastery of the grade level standards taught this marking period.

Report Card:

- Distributed four times
- first one at Parent Conferences
- second and third are sent home with your child
- fourth/final one is mailed home

Chromebooks


Must have...

- Permission Slip
- Headphones/Earbuds

Used for...

- Centers/Stations
- Testing
- Writing

★ THIS FORM MUST BE RETURNED FOR YOUR STUDENT TO USE COMPUTERS ★



Student Computer Use Contract

My parents and I have discussed the policy and I agree to the following:

- I will only use the computer with an adult in the room.
- I understand the rules that were provided in this information packet.
- I know that misuse of the computer could lead to consequences:
 - = First offense - warning
 - = Second offense - loss of privilege for one day
 - = Third offense - loss of privilege for a week
 - = Fourth offense - loss of privilege for a month
 - = Fifth offense - loss of all computer privileges
- **If serious offense occurs that results in an office referral, the consequences will be determined by administration.**
- I will use the computer for educational purposes only.
- I will not bypass the school's firewall.
- I will not give my account name or password to any other student or use another student's login.
- I understand that all websites, emails, hangouts, and video chats are subject to review at any time.
- I will use appropriate language.

✂

My parents and I have discussed the policy and agree to the contract:

Print Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

★ Please return only this slip to the homeroom teacher by Friday, September 14, 2018.



FAQ's

Birthday celebrations

Fox Chapel's birthday policy is that parents are not permitted to bring in food related snacks and/or treats to celebrate their child's birthday. If food is brought in, it will be sent home with the student.



FAQ's continued



Volunteers

MCPS is requiring that **ALL** volunteers and chaperones complete the Child Abuse and Neglect online training before they can be considered a classroom volunteer or to go on a field trip. The online training can be found on the MCPS website and type in “child abuse and neglect” in the search bar OR you can type in the following URL:

<http://www.montgomeryschoolsmd.org/childabuseandneglect/>

Once you have completed the online training, there will be a certificate for you to print out. Please send the certificate to school as proof that you have completed the training.



**Time to Visit
Your Child's
Classroom!**

