


2ND  
GRADE

A FAMILY GUIDE  FOR  
STUDENT  
SUCCESS



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright *future* for every child

# A FAMILY GUIDE FOR STUDENT SUCCESS



**2ND  
GRADE**



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Published 2016

The MDE would like to thank the following individuals for their expertise, commitment, and time devoted to the development of this guide.

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## STUDENT EXPECTATIONS

Parents are their child's first teachers in life and know their child better than anyone else. Parents have valuable insights into their child's needs, strengths, abilities, and interests. The collaboration of parents and educators is vital in guiding each child toward success. The *Family Guide for Student Success* outlines what your child should learn at each grade level from pre-kindergarten through eighth grade. You can encourage your child's academic growth by reinforcing classroom activities at home. The *Family Guide for Student Success* booklets represent what all students should know and be able to do at the end of each grade level. The achievement of the expectations will help your child meet the assessment standards established by our state. It is only through your support and active participation in your child's education that we form a partnership for success for all the children in Mississippi.

If you have special questions regarding curriculum or school programs, please call your child's school. Do not be afraid to reach out to your child's teacher for additional activities to support mastery of the standards. This guide will help set clear and consistent expectations for your child, build your child's knowledge and skills, and help set high goals for your child.

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## MISSISSIPPI DEPARTMENT OF EDUCATION

### Carey M. Wright, Ed.D., State Superintendent of Education

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## READING



In second grade, your child will continue to build important reading, writing, speaking, and listening skills. He will think, talk, and write about what he reads in a variety of texts, such as stories, books, articles, and other sources of information including the Internet. In his writing, your child will learn how to develop a topic and strengthen his skills by editing and revising. Activities in these areas will include:

- Reading stories, including fables and folktales from different cultures, and identifying the lesson or moral of the story.
- Reading texts about history, social studies, and science and identifying the main idea.
- Answering who, what, where, when, why, and how questions about stories and books.
- Describing the reasons that an author gives to support a point.
- Learning and using new words.
- Learning the rules of spoken and written English.
- Participating in class discussions by listening and building on what others are saying.
- Describing in his own words information learned from articles or books read aloud.
- Working together to gather facts and information on a topic.
- Writing about a short series of events and describing actions, thoughts, and feelings.
- Writing about opinions on books using important details and examples to support a position.

Your child can ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key details in text.

- Ask questions to clarify meaning.
- Visualize key elements within the text.
- Ask and answer questions before, during, and after reading.
- Take notes based on reading with a question in mind.

### HELP AT HOME

- ▶ Play “Question Toss.” Ask a question then toss a ball to your child. He answers the question then asks a related follow-up question and tosses the ball back to you. Repeat.
- ▶ Encourage your child to ask questions.

### 5 W’S AND AN H QUESTIONING

<b>WHO</b>	Who was there?
<b>WHAT</b>	What happened?
<b>WHEN</b>	When did it happen?
<b>WHERE</b>	Where did it happen?
<b>WHY</b>	Why did it happen?
<b>HOW</b>	How did it happen?



Your child can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- Identify the major characters, setting, problem, and solution in retelling a story.
- Make connections based on prior knowledge.
- Identify the main topic of a multi-paragraphed text.
- Demonstrate the ability to understand the main topic one paragraph at a time.

### HELP AT HOME

- ▶ Use a story map to identify character, setting, problem, and solution.
- ▶ Show a picture to your child and ask him to tell you everything he can about the picture.

## RESOURCES

### SAMPLE STORY MAP

Using a sheet of notebook paper or construction paper, make a simple story map for your child to complete as he reads a story.

BOOK TITLE: \_\_\_\_\_ AUTHOR: \_\_\_\_\_

CHARACTERS	
	SETTING
PROBLEM	
	SOLUTION

Your child can describe how characters in a story respond to major events and challenges.

- Identify the characters in a story.
- Orally describe a character.
- Identify basic story elements as well as major events or challenges within a story.
- Establish a connection that relates to the main topic.
- Identify the cause and effect or the problem and solution of the actions, events, or steps and how it relates to the topic.
- Use prior knowledge to predict what is coming next in the text.
- Monitor thinking so that he understands when meaning is lost.

### HELP AT HOME

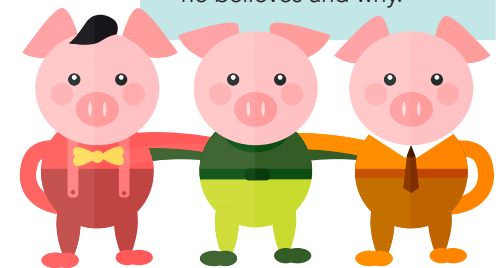
- ▶ Choose a character from a favorite book or movie and have your child describe his hair color, eye color, face shape, body shape, etc.
- ▶ Show the front and back of a book and the table of contents. Ask your child to list as many possible outcomes for the story as he can think of.

Your child can acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.

- Know that dialogue is when characters are speaking to each other in a story.
- Understand that speakers often change in a story.
- Identify who is telling a story at various points throughout the text.
- Identify character's feelings and emotions in the story.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### HELP AT HOME

- ▶ When your child is reading, have him use different voices that represent the characters in the text.
- ▶ Using a printed copy of the text, have your child highlight the sections where a specific character is speaking (usually in quotations). Then read the text again.
- ▶ Have your child highlight each character's dialogue in a different color.
- ▶ Read a familiar text such as "The Three Little Pigs." Then read the story "The TRUE Story of the Three Little Pigs." This story is told from the wolf's point of view. Ask your child which character's retelling he believes and why.



Your child can use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, and plot.

- Identify basic story details.
- Describe story elements (e.g., character, setting, problem, solution).
- Describe illustrations, photographs, video clips, etc.
- Use illustrations to make predictions before and during reading.
- Use captions to gain understanding when reading.
- Explain how specific images contribute to a text.

### HELP AT HOME

- ▶ Using a science or social studies textbook or other nonfiction text, analyze different illustrations, graphs, captions, etc. to gain a better understanding of the text.
- ▶ Have your child predict what the story will be about by describing the pictures in an unfamiliar text. Then, go back and read the story to see if the predictions were right.
- ▶ After reading, have your child retell the story using the book as a reference. Have him describe the plot, characters, setting, problem, solution, etc.



Your child can compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

- Identify basic story elements (e.g., characters, setting, plot).
- Describe character traits (e.g., feelings, actions, looks).
- Understand the central theme or lesson in multiple texts.
- Recognize similarities and differences between two versions of the same text.

### HELP AT HOME

- ▶ Have your child compare and contrast two versions of the same story (e.g., "The Gingerbread Boy" and "The Gingerbread Girl").
- ▶ Use graphic organizers to gather thoughts and organize information in order to clearly understand the similarities and differences between the two texts.

### INTERNET RESOURCES



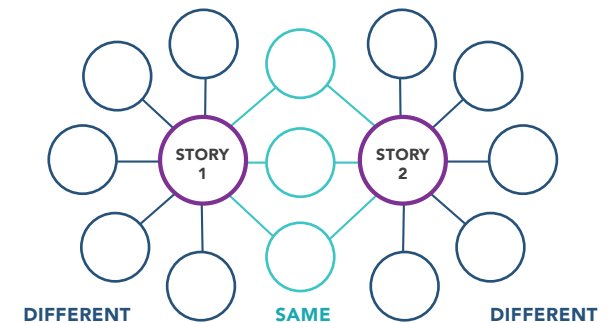
Visit these websites to find different types of graphic organizers:

- <http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension>
- <http://www.eduplace.com/graphicorganizer/>
- <http://www.scholastic.com/teachers/collection/graphic-organizers>

### RESOURCES

#### SAMPLE DOUBLE BUBBLE

Using a sheet of notebook paper or construction paper, make a simple double bubble map for your child to complete after he reads two stories.



Your child can ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- Identify the genre of a text in order to determine the purpose of reading.
- Utilize text features to determine and differentiate important and unimportant information in text.
- Use background knowledge to understand text.
- Make predictions before reading the text.

### HELP AT HOME

- ▶ Have your child take notes on the side of the page based on the reading and with a question in mind.
- ▶ Encourage your child to ask questions while reading to aid in comprehension.



Your child can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

- Understand difference between main topic and key details.

### HELP AT HOME

- ▶ Have your child summarize each section or paragraph in the text, writing down important information.
- ▶ Use graphic organizers to organize thoughts while reading in order to gain understanding.

Your child can know and use various text features to locate key facts or information in a text efficiently.

- Know and identify the basic types of text features.
- Use text features to answer questions about the main topic.
- Recognize that text features assist readers in locating information quickly.
- Utilize all parts of an informational text.

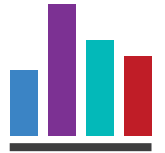
### HELP AT HOME

- ▶ Have your child explain how certain text features can help him learn new information.
- ▶ Have your child read a variety of texts in order to be exposed to various text features.
- ▶ Use your child's science or social studies textbook to locate different text features and discuss the information communicated by each one.

### TEXT FEATURES

Common text features:

- Photographs
- Captions
- Labels
- Illustrations
- Maps
- Indexes
- Glossary
- Diagrams
- Table of Contents
- Charts and graphs
- Icons



Your child can identify the main purpose of a nonfiction text, including what the author wants to answer, explain, or describe.

- Identify the intended audience for the text.
- Understand information can be obtained from the words of the text as well as text features such as illustrations, captions, headings, etc.

### HELP AT HOME

- ▶ Have your child identify the reasons for writing and reading different types of text (e.g., journals, newspaper articles, brochures).
- ▶ After reading a nonfiction text, have your child identify the reason the author may have written the text and what his purpose for writing may have been.

### VOCABULARY

**FICTION** is a story that is make-believe; includes characters, a setting, a problem, and a solution. **NONFICTION** is a text that gives true information or facts; includes things such as photographs, charts, or maps.

Your child can compare and contrast the most important points presented by two texts on the same topic.

- Identify the main topic of a text.
- Use prior knowledge to understand and connect to new learning.
- Understand how to determine similarities and differences between two objects.

**HELP AT HOME**

▶ Have your child use graphic organizers to compare and contrast two different texts.

**VOCABULARY**

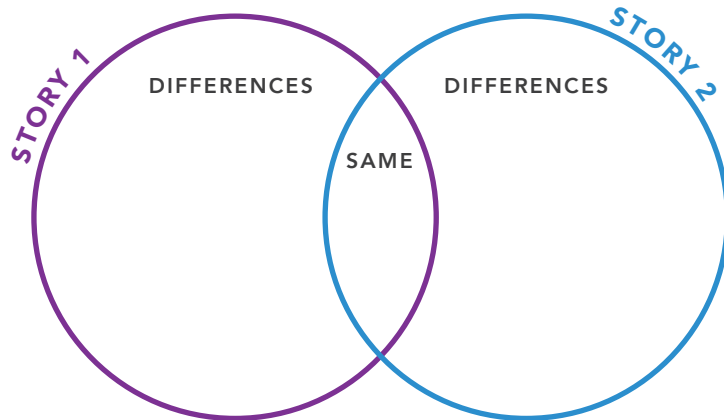
**COMPARE** refers to how things are the same.

**CONTRAST** refers to how things are different.

**RESOURCES**

**SAMPLE VENN DIAGRAM**

Using a sheet of notebook paper or construction paper, make a simple Venn diagram for your child to complete after he reads two stories.



Your child can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- Use strategies to determine unknown words.
- Determine unknown words based on eight context clues (definition, restatement or synonym, contrast or antonym, comparison, list or series, cause and effect, example, inference).
- Explain how rhythmic words and phrases assist the reader in gaining deeper meaning in stories, poems, or songs.

**HELP AT HOME**

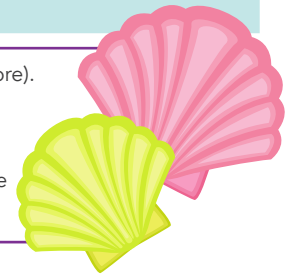
- ▶ If you know that the text your child is reading is going to have unfamiliar words, write them down on a piece of paper and decode them together before he reads the text.
- ▶ Read a rhyming book to your child, beginning to end, without stopping. Go back and read it again and this time leave out the second rhyming word of each rhyming pair. Challenge your child to fill in the correct missing word.

**VOCABULARY**

**ALLITERATION** is when the same letter or sound appears at the beginning of words in a sentence or story (e.g., Sally sells seashells down by the seashore).

**ANTONYMS** are words that are opposites (e.g., hot – cold; up – down; stop – go).

**SYNONYMS** are words that are alike or the same (e.g., large – huge; tiny – small; dirty – messy).



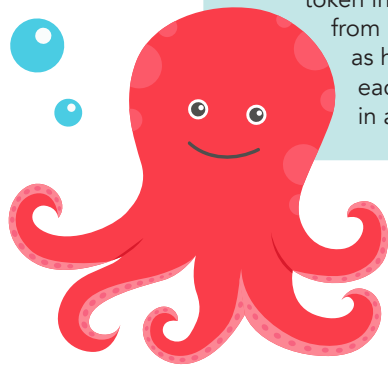


**Your child can identify the reasons an author gives to support points in a text.**

- Understand vowels make special sounds.
- Understand that words are made of syllables.
- Understand that there are different syllable patterns.
- Understand that some letter combinations result in one sound.

**HELP AT HOME**

- ▶ Provide visual cues for your child with each vowel sound: l = igloo, a = apple, o = octopus, u = umbrella, e = elephant.
- ▶ Draw two or three horizontally connected boxes on a sheet of paper. Your child will place a token in each box from left to right as he hears each syllable in a word.



**Your child can know spelling-sound correspondences for additional common vowel teams.**

- Recognize certain vowel combinations, allowing for a short or long vowel sound.
- Understand each sound in a given word also represents a letter or a group of letters.
- Write the spelling representations for vowel sounds.

**HELP AT HOME**

- ▶ Provide your child with a vowel combination chart. This will give him a visual cue and he can practice how to spell the different vowel sounds (e.g., oe, oa, ai, er, oo).

**RESOURCES**

VOWEL TEAMS			
ee	ay	oa	ie
ih	ea	ai	ow
y	y	ar	er
ur	or	ir	oy
ou	ew	oo	ow
ue	aw	oi	oo

**VOWEL TEAMS**

- They come as a team.
- Two vowels next to each other.
- Two letters that come together to make one sound.
- Some vowel teams can be spelled more than one way (e.g., ai-rain; ay-hay).

Image from <http://chaplinschool.org/academics/classrooms/grade-2-mrs-rossi/2nd-grade-resources-reading-foundational-skills/>

**Your child can decode words with common prefixes and suffixes.**

- Understand affixes are added to help add to a word's meaning.
- Identify a base word and then use the affix to help determine the meaning of the word.

**HELP AT HOME**

- ▶ Provide your child with a magazine and have him look for and highlight words with prefixes and suffixes. He can read the words to you and check for the word's meaning.
- ▶ Create cards with common prefixes and suffixes as well as cards with common base words. Have your child practice adding affixes to create new words.

**VOCABULARY**

**AFFIXES** are anything placed at the beginning or end of a word.

**PREFIX** is a group of letters placed at the beginning of a root or base word that changes its meaning (e.g., unfriendly, misunderstood, replay).

**SUFFIX** is a group of letters placed at the end of a root word that changes its meaning (e.g., helpful, sadness, jumping).

**Your child can identify words with inconsistent but common spelling-sound correspondences.**

- Understand that letter-sound correspondence can help determine the spelling of words.
- Know grade level high frequency words.
- Apply spelling-sound rules to determine an unknown word.

**HELP AT HOME**

- ▶ Print the high frequency word list for your child's grade level and write them on index cards. You can play memory games with these words until your child has memorized them, focusing on five words at a time.

**Your child can recognize and read grade appropriate irregularly spelled words.**

- Identify irregularly spelled words.

**HELP AT HOME**

- ▶ Print "Fry's Second 100-Word List." Use this list of words to practice identifying irregularly spelled words.
- ▶ Have your child practice writing and reading the newly taught words.

**FRY'S SECOND 100-WORD LIST**

LIST 1	over	know	most	good	man
	new	place	very	sentence	think
	sound	years	after		
	take	live	things		
	only	me	our		
LIST 2	little	back	just		
	work	give	name		
	say	much	means	boy	also
	great	before	old	follow	around
	where	line	any	came	form
LIST 3	help	right	same	want	three
	through	too	tell	show	small
	set	well	such	ask	land
	put	large	because	went	different
	end	must	turn	men	home
LIST 4	does	big	here	read	us
	another	even	why	need	move
	try	change	away	letter	still
	kind	off	animal	mother	learn
	hand	play	house	answer	should
LIST 4	picture	spell	point	found	America
	again	air	page	study	world

**Your child can use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

- Use grade level word decoding strategies to decode unfamiliar words.
- Self-correct by rereading when needed.
- Self-monitor while reading.

**HELP AT HOME**

- ▶ While reading, have your child practice using decoding strategies when encountering unfamiliar words.
- ▶ While reading, use the context of the sentence, pictures, and prior knowledge to confirm or self-correct mistakes.

**DECODING STRATEGIES**

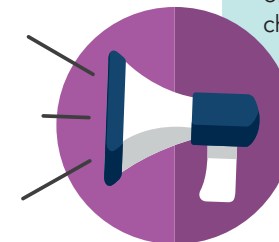
- Get your mouth ready for the first sound of the word.
- Look for chunks within the word.
- Re-read the sentence.
- Stretch out the word.
- Change the vowel sound.
- Jump over the word, read the rest of the sentence, then re-read the sentence.
- Use picture clues.
- Use prior knowledge.

**Your child can recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**

- Understand that key ideas help in understanding.
- Understand how to describe key ideas or details from a text or presented through other media.

**HELP AT HOME**

- ▶ Read a story to your child or have him listen to a story read aloud and orally retell the key details and events of the story.
- ▶ After watching a movie or other video, have your child orally describe key details or events.



Your child can determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

- Understand prefixes are word parts that are added to the beginning of the word that changes the meaning of the word.

### HELP AT HOME

- ▶ Print a list of grade appropriate prefixes. Use this list to identify new words that contain prefixes.
- ▶ Show your child a word card and give him a sentence with that word. Have him add a prefix to the word and create a new sentence. Discuss how the sentence's meaning changes.

Your child can distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

- Understand that synonyms are words that have similar meaning.

### HELP AT HOME

- ▶ Write several words on cards that have similar meanings (e.g., big, large, enormous, gigantic, huge, tiny, small). Have your child sort the cards based on their similarities.
- ▶ Have your child act out variations of closely related words such as "hop" versus "jump" or "toss" versus "hurl."



Your child can use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

- Understand that compound words are two words that are joined together to form a new word.

### HELP AT HOME

- ▶ Write several compound words on index cards. Cut the cards in half and have your child match the cards back together to create the compound words.
- ▶ Create a matching game for your child by writing the 2 words that make up a compound word (cat and fish = catfish). Have your child turn over two cards at a time and determine if they make a compound word. If the words can make a compound word, he gets to keep the cards. If not, he must flip the cards back over. Repeat until your child has "won" all of the cards.



Your child can read with accuracy, appropriate rate, and expression.

- Determine how to read grade level words accurately and repeatedly.
- Read text with fluency and expression.

### HELP AT HOME

- ▶ Have your child read a familiar text to you. Encourage him to read it fluently and with expression. You can model fluency and good expression for your child when reading aloud to him.

#### VOCABULARY

**FLUENCY** is the ability to read words in the text effortlessly and accurately with meaningful expression.

## Your child can read grade level text with purpose and understanding.

- Understand grade level vocabulary.
- Predict what a text may be about before reading.
- Check his predictions of text during reading.
- Check for understanding of comprehension before, during, and after reading.



### HELP AT HOME

- ▶ Create a bubble map for your child to use for his vocabulary words. Have him list synonyms, antonyms, and then draw a picture to increase understanding.
- ▶ Have your child create a story map of the text he has read using the characters, setting, problem, solution, etc.
- ▶ Ask your child comprehension questions before, during, and after reading.

### STAGES OF READING DEVELOPMENT

**EARLY EMERGENT READERS** are beginning to learn sound/symbol relationships--starting with consonants and short vowels--and are able to read CVC (consonant-vowel-consonant) words, as well as a number of high-frequency words.

**EMERGENT READERS** are developing a much better grasp of comprehension strategies and word-attack skills. They can recognize different types of text, particularly fiction and nonfiction, and recognize that reading has a variety of purposes.

**EARLY FLUENT READERS** are experiencing a greater variety of text and are able to recognize different styles and genres. Independence often varies with the type of text being read.

**FLUENT READERS** read a wide range of text types and do so independently. They will continue to refine and develop their reading skills as they encounter more difficult reading materials. For the most part, they are capable of improving their reading skills and selection of materials independently through increased practice.

## Your child can describe reasons to support specific points the author makes in a text.

- Identify key details in a text.
- Determine relevant details an author uses to support his point.

### HELP AT HOME

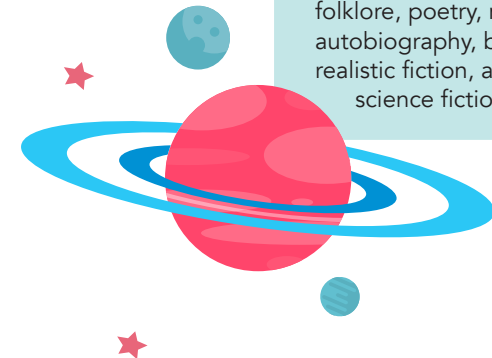
- ▶ Choose a familiar book and reread it with your child. Discuss why the author wrote the story and what details he used to support the main idea.

## Your child can read and comprehend literature and informational texts, including stories, poetry, history, and science.

- Read text from a variety of genres.
- Utilize comprehension strategies to gain deeper understanding when reading with a friend or during independent readings.

### HELP AT HOME

- ▶ It is important to read to your child from a variety of genres. Choose from a variety of books when you are looking for read alouds. Possible genres might include: historical fiction, mystery, fantasy, folklore, poetry, nonfiction, autobiography, biography, realistic fiction, and science fiction.



## MATHEMATICS

In second grade, your child will extend understanding of place value to the hundreds place. He will use this place value understanding to solve word problems, including those involving length and other units of measure.

Your child will continue to work on his addition and subtraction skills, quickly and accurately adding and subtracting numbers up through 20 and also working with numbers up through 100. He will also build a foundation for understanding fractions by working with shapes and geometry. Activities in these areas will include:

- Adding numbers together that total up to 20 or less or subtracting from numbers up through 20 quickly and accurately.
- Solving one- or two-step word problems by adding or subtracting numbers up through 100.
- Understanding what the different digits mean in a three-digit number.
- Adding and subtracting three digit numbers.
- Measuring lengths of objects in standard units such as inches and centimeters.
- Solving addition and subtraction word problems involving length.
- Solving problems involving money.
- Breaking up a rectangle into same-size squares.
- Dividing circles and rectangles into halves, thirds, or fourths.
- Solving addition, subtraction, and comparison word problems using information presented in a bar graph.
- Writing equations to represent addition of equal numbers.

Your child can use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

- Understand how to compare numbers.
- Add and subtract fluently.
- Model number sentences with drawings, equations, or objects.

### HELP AT HOME

► Use everyday life situations to create story problems for your child. For example, while buying groceries, have your child count how many potatoes and carrots that you have purchased. Then ask him to figure out how many onions you would need to have the same amount as the potatoes. Have him create a math sentence to solve. While at a restaurant, have your child decide how many chairs are at each table and then determine how many chairs are in the room. Practice these types of two-step real world problems often.



Your child can fluently add and subtract within 20 using mental strategies. By the end of Grade 2, your child will know from memory all sums of two one-digit numbers.

- Know mental strategies for adding and subtracting.
- Understand part-part-whole relationships.
- Understand addition and subtraction using place value.

### HELP AT HOME

- ▶ Use flash cards to practice addition and subtraction fluency.
- ▶ Practice using addition and subtraction strategies that have been learned (e.g., doubles, doubles +1, counting on, counting back, making 10).

### VOCABULARY

**FLUENCY** is remembering math facts quickly and accurately.

### ADDITION AND SUBTRACTION STRATEGIES

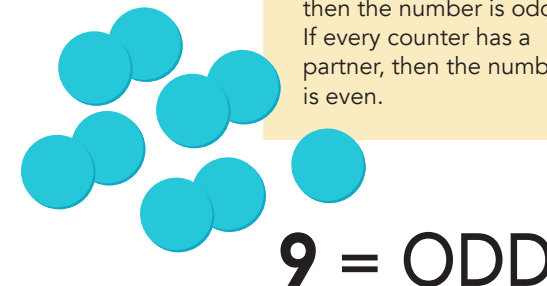
<b>COUNTING ON</b> Start with the largest number and count forward.	<b>DOUBLES</b> A number is doubled (e.g., $3 + 3$ , $7 + 7$ ).
<b>COUNTING BACK</b> Start with the largest number and count backward.	<b>DOUBLES PLUS 1</b> The doubled fact, $8 + 8$ , then add 1 (e.g., $8 + 9 = 17$ ).
<b>MAKING 10</b> Use two numbers to make ten (e.g., $6 + 4$ , $8 + 2$ ).	

Your child can determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2's). Your child can write an equation to express in even numbers a sum of two equal addends.

- Skip-count by two's.
- Add numbers to 20.
- Understand that an equation is a number sentence.
- Understand the part-part-whole relationship.

### HELP AT HOME

- ▶ Using some type of counters (e.g., coins, cotton balls), place a pile on the table. Have your child "find a partner" for each counter (or object), pairing items up in groups of 2. Discuss with your child that if one counter does not have a partner, then the number is odd. If every counter has a partner, then the number is even.



Your child can use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. Your child can write an equation to express the total as a sum of equal addends.

- Understand repeated addition.
- Use models to represent an addition sentence.
- Skip-count.

### HELP AT HOME

- ▶ Using coins, arrange the coins in an array (e.g., 4 rows and 3 columns). Have your child use addition to determine the number of coins ( $3+3+3+3$ ). Repeat with several different combinations.

Your child can understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.

- Understand place value of the ones, tens, and hundreds.
- Recognize the value of a digit.
- Use place value models to show a number.
- Understand that place value is foundational to all other math.

### RESOURCES

#### PLACE VALUE



#### PLACE VALUE CHART

Using a place value chart (see the example below), have your child place the number into the chart to see the place value breakdown.

Thousands	Hundreds	Tens	Ones
1	4	2	9

### HELP AT HOME

- ▶ Write a three-digit number on an index card. Have your child write 100 under the hundreds place for each 100 of the number. Then write 10 under the tens place for each 10 needed and finally 1 under the ones place for each one needed (e.g., 324 = 100, 100, 100, 10, 10, 1, 1, 1, 1).
- ▶ Have your child write the given number in expanded form (e.g., 423 = 400 + 20 + 3), then write the same number in words (e.g., four hundred twenty-three).

Your child can count within 1000. Your child can also skip-count by 5's, 10's, and 100's.

- Understand position words such as “before” and “after.”
- Understand that skip-counting is a repeated, predictable pattern.
- Use the hundred chart to describe the position of a number in relation to another number.



### HELP AT HOME

- ▶ Using a 1000 chart, have your child color the number said when counting by 5's in yellow. Then as he counts, have him touch the number and say it aloud. Next, color the numbers said when counting by 10's in a different color, touching and counting the numbers when counting.

### INTERNET RESOURCES



Search the Internet for free, printable 1000 charts.

Your child can read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

- Understand the place value system.
- Know and understand the differences between standard form, expanded form, and a number written in words.
- Understand the relationship between base-ten and place value.

### HELP AT HOME

- ▶ Write a three-digit number on an index card. Have your child practice writing the number in words and expanded form (e.g., 423 = four hundred twenty-three or 400 + 20 + 3).
- ▶ Write a number in expanded form (e.g., 500 + 40 + 8) then have your child write the standard form of the number.

### VOCABULARY

**STANDARD FORM:** 354

**EXPANDED FORM:** 300 + 50 + 4 or three hundred fifty-four

Your child can compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ ,  $<$  symbols to record the results of comparisons.

- Understand the symbols for comparison greater than ( $>$ ), less than ( $<$ ), and equal to ( $=$ ).
- Understand that place value can be used to compare and order numbers.
- Identify if groups of objects are greater than, less than, or equal to another group of objects.



### HELP AT HOME

- ▶ Write down two numbers between 0 – 1000 (such as 692 and 684). Have your child use a yellow crayon to highlight the number in the hundreds place. This will help him see the numbers clearly in order to compare. If the numbers in the hundreds place are the same, have him highlight the tens place in a different color then decide which number is the greatest. If the numbers in the hundreds and tens places are the same, highlight the numbers in the ones place and decide which number is greater. Continue this exercise using different combinations.
- ▶ Play “Greater or Less Than.” Make three cards, one with the less than ( $<$ ) sign, one with the greater than ( $>$ ) sign, and one with an equal ( $=$ ) sign. Then play a game in which you put down two numbers written on index cards. Ask your child to put the correct sign between the numbers and do this as fast as possible.

Your child can fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

- Understand that adding is combining and subtracting is taking away.
- Understand place value.
- Know that two-digit numbers can be broken down into tens and ones.

### HELP AT HOME

- ▶ Use flash cards in order to help your child practice math fact fluency.
- ▶ Help your child remember different strategies that he has learned (e.g., counting on, counting back, making a ten, doubles facts, doubles +1). By using these strategies, your child will become more fluent in learning math facts.

Your child can add up to four two-digit numbers using strategies based on place value and properties of operations.

- Know basic addition facts.
- Understand place value.
- Use the commutative and associative properties.
- Understand that numbers can be added in any order.
- Understand regrouping rules.

### HELP AT HOME

- ▶ Write four two-digit numbers vertically on a piece of paper. Have your child add the numbers, starting with the ones place, then moving to the tens place. Have your child use math strategies that he has learned, such as making a 10, doubles, etc.

### VOCABULARY

**COMMUTATIVE PROPERTY** states that numbers can be added or multiplied in any order. Therefore, changing the order of addends does not change the sum (e.g.,  $4+3 = 3+4$ ).

**ASSOCIATIVE PROPERTY** states that changing the order in which numbers are added, does not affect the result of addition.



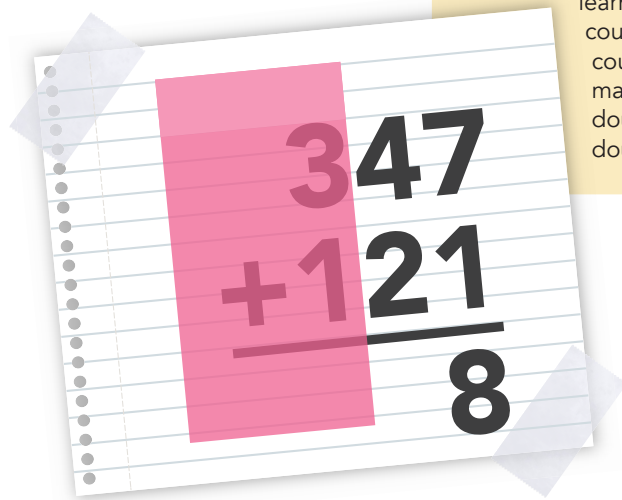
Your child can add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Your child can relate the strategy to a written method.

- Understand that each number has a value.
- Use basic addition facts.
- Understand the connection between addition and subtraction.
- Know how to draw and use concrete models.
- Use basic addition and subtraction strategies.

### HELP AT HOME

▶ Write an addition problem on a piece of paper vertically. Place a sheet of paper over the tens and hundreds place, so that only the numbers in the ones place are showing. Have your child add the ones place first then shift the paper over to cover the ones place (showing only the tens place). Then, do the same with the hundreds place.

▶ Have your child practice using problem solving strategies that he has learned (e.g., counting on, counting back, making a ten, doubles facts, doubles +1).



Your child can mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

- Understand basic addition and subtraction facts.
- Understand place value concepts.
- Understand that adding and subtracting ten from a number, the tens place changes and the ones place stays the same.
- Understand that adding and subtracting one hundred from a number, the ones and tens place stays the same and only the hundreds place changes.

### HELP AT HOME

- ▶ Begin by using a 100 chart or a 1000 chart. Place a counter or coin on a number. Have your child count up or count back 100.
- ▶ Show your child that when adding or subtracting 100 from a given number, only the hundreds place will change. The ones and tens place will remain the same.
- ▶ Give your child any three-digit number. Have him mentally add or subtract 100 from that number.

Your child can measure the length of an object by selecting and using appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes). Your child can also measure the length of an object twice, using different units of measurement; and describe how the two measurements relate to the size of the unit chosen.

- Choose the appropriate unit and tool for measurement.
- Understand that items that are to be measured must have the same starting point.
- Understand that items can be measured using different units.

### HELP AT HOME

- ▶ Choose several items at home for your child to measure. Discuss how certain tools do a better job of measuring than others. For example, have your child use a ruler to measure the dining room table, then use a yardstick or measuring tape. Both tools do the job, but one is more effective.



Your child can estimate lengths using units of inches, feet, centimeters, and meters.

- Understand how to measure in whole numbers.
- Know how to compare the length of two objects.
- Understand that “estimate” means an “educated guess” or “about.”

### HELP AT HOME

► Choose an object in the room and have your child estimate how many inches, feet, or meters that object could be. Show your child the unit that he will measure with (e.g., centimeter, inches, feet, meter, yard). After he has estimated, allow him to check his estimate by measuring the object.

Your child can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units (e.g., by using drawings, such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem).

- Add and subtract one- and two-digit numbers.
- Compare numbers based on the ones and tens place.
- Understand measurement.
- Use drawings to model word problems.

### HELP AT HOME

► Measure objects at home. Have your child find the sum or the difference in the lengths of the two objects.

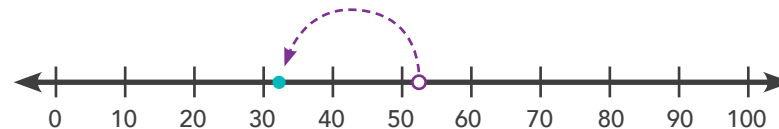


Your child can represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... and represent whole number sums and differences within 100 on a number line diagram.

- Know how to model addition and subtraction on a number line.
- Understand that sums and differences can be represented as lengths on a number line.

### HELP AT HOME

► Have your child draw a number line on a piece of paper. Give your child an addition or subtraction problem within 100 (e.g.,  $52 - 19$ ). Have him draw that number sentence using his number line.



$$52 - 19 = 33$$

**Your child can tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.**

- Understand that the “short hand” represents the hour and the “long hand” represents the minutes.
- Understand the difference between an analog clock and a digital clock.
- Know that a.m. is before noon and p.m. is afternoon.



**HELP AT HOME**

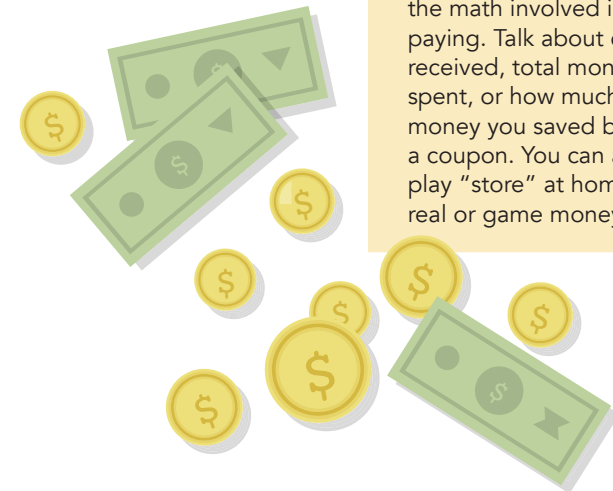
- ▶ Create your own paper plate clock. Using two paper plates, punch a hole in the middle and place two pipe cleaners in the hole for the hour and minute hands. Have your child number the face of the clock on the top plate. Then, cut in between the numbers about 1 inch on the top plate. On the second plate underneath, begin at 1 and count by fives writing the number underneath the top plate. Use this clock to help your child tell time.
- ▶ Using his paper plate clock, have your child practice looking at a digital clock and transferring the time to the paper plate clock.
- ▶ Call out a time to your child (in five minute increments). Have him create the time using his paper plate clock.

**Your child can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.**

- Understand adding and subtracting two-digit numbers.
- Identify the value of coins (e.g., dollar coin, half dollar, quarter, dime, nickel, penny).
- Understand that money amounts can be counted in different ways.

**HELP AT HOME**

- ▶ Allow your child to count the amount of change you have in your pocket each evening.
- ▶ Create real-world problems for your child. While at the grocery store, have your child count out the money needed to pay for your items and then have him determine the amount of change you should receive.
- ▶ When you are with your child in the store have him help you figure out the math involved in paying. Talk about change received, total money spent, or how much money you saved by using a coupon. You can also play “store” at home using real or game money.

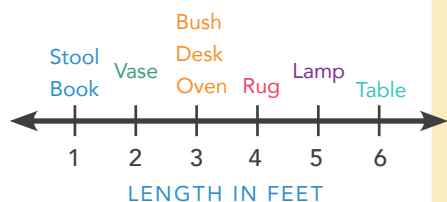


Your child can generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Your child can show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

- Know how to organize data.
- Understand that a table and a line plot is one way to organize data.

### HELP AT HOME

- ▶ Ask your child to measure different objects in the house. You can make this into a treasure hunt. Ask him to find two objects that are the same length, objects that are longer or shorter than each other, and the longest or shortest object he can find. He can even measure the people in your family. A tape measure, paper, and pencil are needed.
- ▶ Measure different objects around the house and plot their lengths using a line plot.



Your child can draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Your child can also solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

- Understand that graphs provide information and represent real data.
- Understand how to add and subtract.
- Understand how to interpret graphs.

### HELP AT HOME

- ▶ Create real-world situations for your child to graph (e.g., have your child create a graph of the number of pets in the neighborhood, or the number of pockets that each person is wearing).

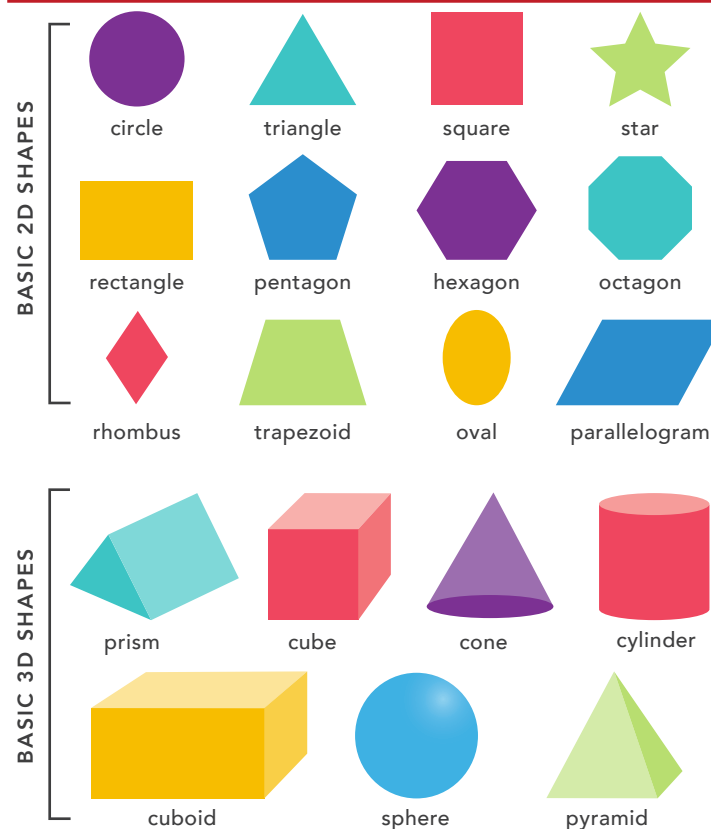
Your child can recognize and draw shapes having specified attributes, such as a given number of angles or given number of equal faces.

- Know the basic shapes.
- Know three-dimensional shapes.
- Understand that a polygon is a flat two-dimensional shape.
- A shape can be identified by the number of sides, vertices, or angles.
- A three-dimensional shape is solid and has length, width, and height.

### HELP AT HOME

- ▶ Give your child specific attributes such as 4 corners, 8 sides, etc. Have him create a shape that has those attributes.

### RESOURCES

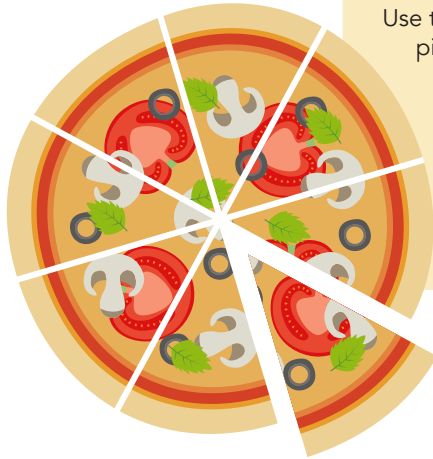


Your child can partition circles and rectangles into two, three, or four equal shares, describe the shares using the words, halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Your child can also recognize that equal shares of identical wholes need not have the same shape.

- Understand that whole shapes can be divided into a fractional part.
- Understand equal parts.

### HELP AT HOME

- ▶ Cut several rectangles out of construction paper. Have your child cut each one into equal parts. Label each piece (e.g., if cutting a rectangle in thirds, label each piece as  $1/3$ ). Repeat this activity with circles and squares.
- ▶ Use food to show fractional parts. Use things like cookies, pizzas, sandwiches, etc. Cut them into different fractions. Discuss with your child the number of parts that make up the whole.



## NOTES



Multi-Tiered System of Supports

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M T S S

Multi-Tiered System of Supports