

# Welcome to Back to School Night!

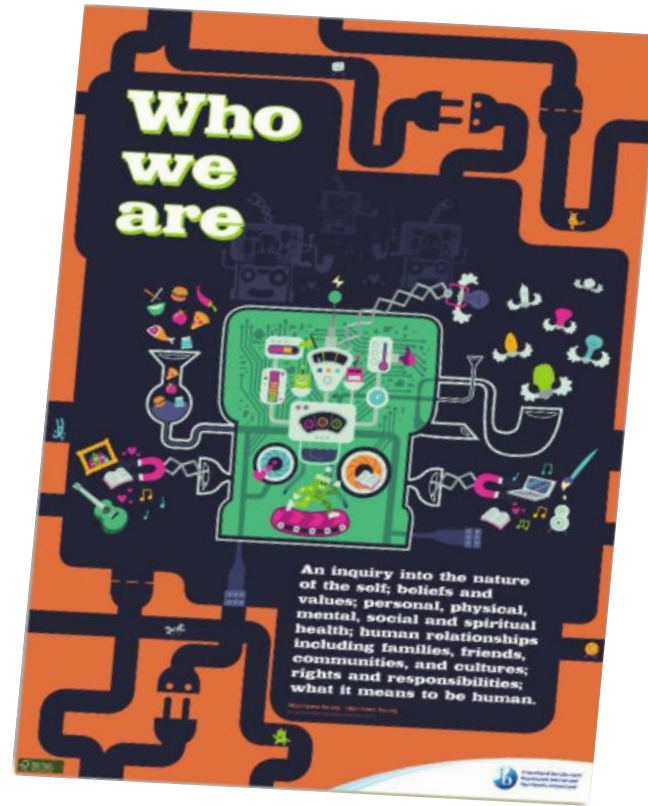
Wednesday, September 3, 2025

College Gardens  
Elementary School



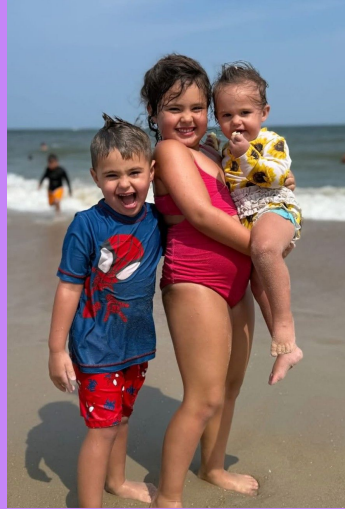
@cgesgators





# Ms. Maizel

This year will be my **19th**  
**year** of teaching.





This year will be my **20th**  
**year** of teaching.

# Ms. Taylor



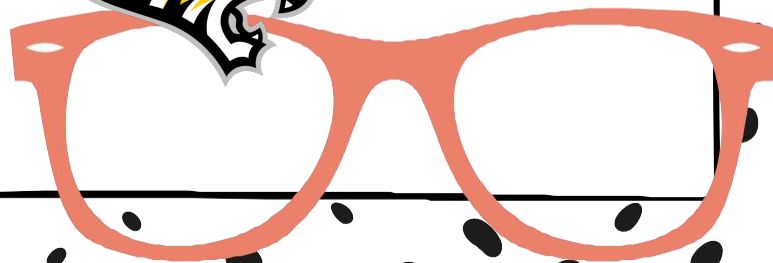
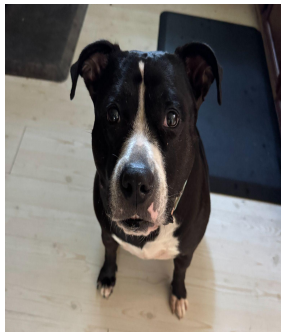


# Ms. Vawter





Mrs. Tamnou



# Tonight's Agenda

<b>6:00 - 6:30 p.m.</b>	PTA Updates in the All Purpose Room in person
<b>6:30-7:15 p.m.</b>	<ul style="list-style-type: none"><li>• Classrooms open for parents.</li><li>• Meet your homeroom teacher to learn about school-wide information and learn about unique items for homeroom.</li></ul>
<b>7:16-7:19 p.m.</b>	Parents transition
<b>7:20-7:50 p.m.</b>	<ul style="list-style-type: none"><li>• Homeroom teachers will repeat unique homeroom information for families who have more than one child at College Gardens Elementary School.</li><li>• Meet our single-subject specialists teachers. Visit and hear from our teachers of: Media, Music, Art, Physical Education, English Language Development, Special Education, and Instrumental Music.</li></ul>
<b>7:50-8:00 p.m.</b>	<ul style="list-style-type: none"><li>• Support with enrolling in ParentVUE, ParentSquare, SchoolCash Online and completing FARMS application</li><li>• Pick-Up children from Bar-T in the Gym</li></ul>
<b>8:00 p.m.</b>	Doors Close



# Principal's Welcome



## **Vision**

**As an International Baccalaureate Primary Years Programme World School we will provide an engaging and open-minded learning community where all members collaborate respectfully to challenge and motivate one another within a safe and nurturing environment.**

## **Mission**

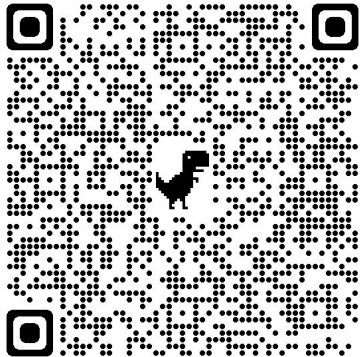
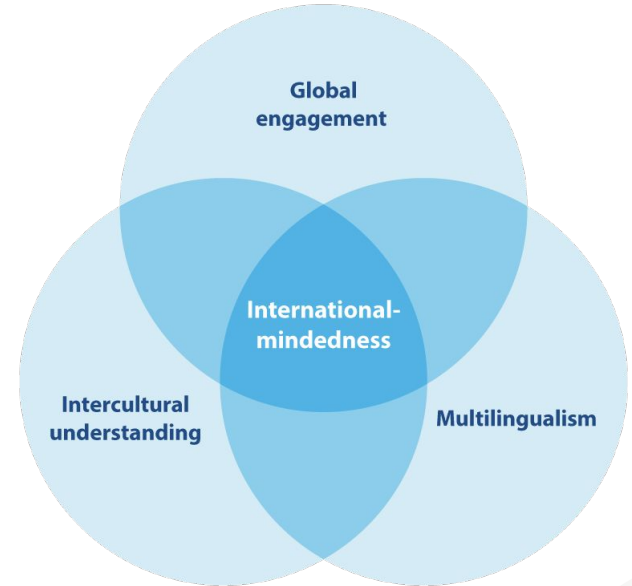
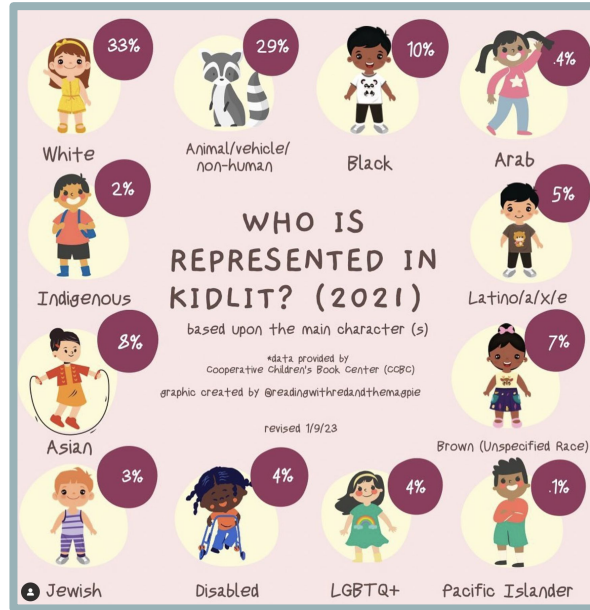
**We develop and support a successful and inclusive environment where all students actively participate in and assume ownership of their learning. As a unified staff and community, we create a rigorous instructional program, which promotes globally minded, creative, confident, and reflective lifelong learners.**



Students will  
make **Inquire**  
**Connections**  
**Think Critically**  
Work Collaboratively  
develop conceptual  
**Understanding**  
**Reflect** consider  
**Multiple Perspectives**  
**Take Action** and  
construct **Meaning**



# Inclusive & Welcoming Instruction



# Attendance Procedures

## Start time

**9:25 A.M. is when students should be seated and ready to learn**

Our doors open at 9:15 A.M., please ensure you arrive in time for your child(ren) to successfully unpack to start learning on time.

## Breakfast

**Students may pick up breakfast in the cafeteria when they enter the building and eat it in their classroom**

## Kiss & Ride

**Open 9:15 - 9:25 A.M. The entrance to our lot closes promptly at 9:25**

- If you arrive at or after 9:25, you must park and walk your child into the office to sign them in for a late pass. Please plan accordingly.
- Remember that it is only a right turn into our lot and right turn out. Do not stop on Yale Place between our lot and bus loop entrance to let your child exit the car.

## Walking to School

**We encourage students to walk to school**

We ask that if parents walk their child to school and pass our side parking lot that they say goodbye and give kisses to their child at the parking lot cross to help us keep traffic flowing and limit the number of times we stop traffic moving in and out of our lot.

# Dismissal Procedures

## End time

- **3:50 P.M. is the end of our instructional school day**
- Grades 3-5 are dismissed first at 3:50 followed by Pre-Kindergarten and Grades K-2

## End of Day Calls to Office

- **Changes to the normal dismissal procedures should be sent by note/email in the morning**
- As we now have approximately 500 students, we need the community's help by limiting phone calls to our office for dismissal changes.
- While we understand changes occur, we ask they are reserved for emergency situations.

## Walking home

- **We encourage students to walk**
- Grades 4-5 independent walkers will exit out of the main lobby doors
- Walker/Car rider pick-up is 3:50-3:55 P.M. Parents picking up their child to walk home or by car should meet their child outside the gymnasium lobby doors.
- Children not picked up your child by 3:55 P.M. will be taken to the office to call home and wait for you there.



## ► MCPS Grading System

Measurement Topic:

\_\_\_\_\_

P I N

Measurement Topic:

\_\_\_\_\_

A B C D

Code	Description
DEM	Demonstrating
PRG	Progressing
N	Not yet evident

Measurement Topic:

\_\_\_\_\_

Level

1 2 3 4 5 6  
Ent Eme Dev. Exp. Brid. Re

## Reading Levels

- All students will be reading grade-level and/or above grade-level text daily
- Teachers will use ON, ABOVE, or BELOW to indicate student's reading level

Reading Level	Description
Above (ABV)	Your child reads and comprehends text within and above the grade level band and receives instruction and enrichment with text above the grade level band during small group instruction.
On (ON)	Your child reads and comprehends text within the grade level band and receives small group instruction to provide support, instruction, and enrichment with text as needed within the grade-level band.
Below (BLW)	Your child needs significant support to read and comprehend text within the grade level band and receives targeted support with text below the grade-level band during their small group instruction.

# Report Card Dates



## Interims Distribution

MP1	10/03
MP2	12/19
MP3	03/06
MP4	05/12

## Report Cards in Synergy

MP1	11/07
MP2	01/30
MP3	04/21
MP4	06/25

**Want to know more about the report card?**

Visit the MCPS Report Card Website



# Required Testing Fall

## September/October

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) K-2
- MAP-P (Measures of Academic Progress - Primary) K-2
- MAP-R (Measures of Academic Progress - Reading) 3-5
- MAP-M (Measures of Academic Progress - Math) 3-5

Additional local and state testing will occur again in the winter and spring.

# Fall Conferences



**Monday, November 24**  
**Tuesday, November 25**



# PTA Updates

## Get Involved

### **We need volunteers!**

We need you to serve on the PTA board. This is a vital part of our school's success. Please contact our assistant principal, Mr. Ryan to help us out!

## Stay Informed

### **Weekly News Flash**

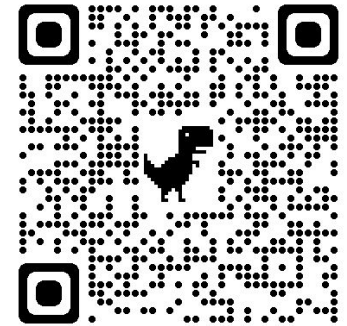
This is a wonderful way to stay informed about what is happening at College Gardens. Sign up on the PTA website.

Access the CGES PTA  
Website Here



## Attendance Matters

- 15% of student in the 2022-2023 school year were flagged for being tardy.
- 64% of students in the 2022-2023 school year were flagged with an early warning indicator for absences.
- 17% of students in the 2022-2023 school year are flagged as being chronic absenteeism for missing more than 10% of school days.



### Communicating Illnesses

Help our classrooms remain healthy by keeping your child home if they are sick with any illness.

# Daily Self-Management Skills

## Learner Agenda Books

**All students will work on their self-management skills.**

Each grade level will determine ways for students to keep track of their assignments.

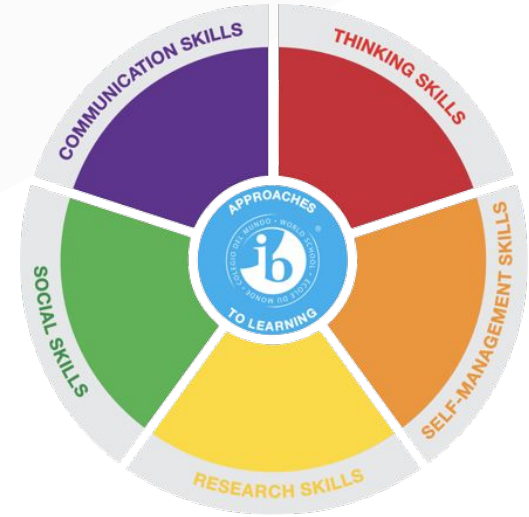
## Communication Folder

**All students have folder.**

Please check this folder for items that should remain at home and be returned to school. The folder should be returned each day.

## Chromebooks

**Students are expected to leave their Chromebook in school.** If your family needs a device at home, please contact your child's teacher.





## Is your ParentVUE account activated?

For more information visit:

<https://www.montgomeryschoolsmd.org/mymcps-classroom/>

## Prefer an app?

ParentVUE is available for both Apple and Android. Your account must be activated on the web before joining an app.



## MCPS DIGITAL BACKPACK

A 21st century digital learning environment specifically designed to meet the needs of staff, students, and parents of MCPS!

### NEWS & ANNOUNCEMENTS

#### Parent Letters

All MCPS Parents/guardians will receive a myMCPS Parent Portal activation letter via email or mail. Families of students who enroll in MCPS after this initial mailing will receive an activation letter within 1 week of the student's enrollment date. Email communication and letters are available in the following languages: Email: Español | 中文 | français | tiếng Việt | 한국어 | አማርኛ Letter: Español | 中文 | français | tiếng Việt | 한국어 | አማርኛ

#### myMCPS Classroom

From teaching and learning to community outreach to professional development, myMCPS Classroom is the next generation digital learning environment for staff and students!

\*Parents/Guardians can access myMCPS Classroom via ParentVUE

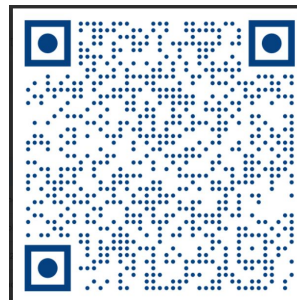
LOGIN TO MYMCPS CLASSROOM

#### ParentVUE

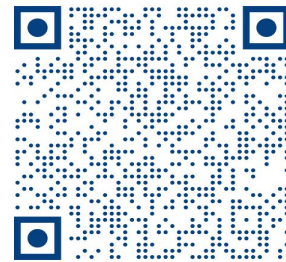
This school year, Synergy ParentVUE will replace the Parent Portal as the primary home-to-school communication vehicle for schools to share information regarding grades, attendance, scheduling, log into myMCPS Classroom, and more.

LOGIN INTO PARENTVUE

## Apple App



## Android App



## Breakfast and Lunch

- **Available for a fee to all students.**
- Breakfast- \$1.30
- Lunch- \$2.55
- Students will order lunch with their Homeroom Teacher daily.
- **Students will use their ID number to pay for meals with funds in an online account.**
- Parents should use MySchoolBucks.com to replenish funds for their child.

## Free and Reduced Meals

**Families must apply for free and reduced meals.** A new application must be completed for a family requesting assistance each year. The online application is at [www.MySchoolApps.com](http://www.MySchoolApps.com).

## Snacks and Birthday Treats

- This year the lunch schedule is better aligned with the middle of the day.
- Individual teachers determine their class snack policy. Snack should not stop learning and teaching.
- This year's birthday treats may be provided by individual families on their child's birthday. Healthy snacks are encouraged. Parents are responsible for dropping something off after discussion with the teacher. The birthday treat will be distributed at lunch or another time approved by the teacher. Please only send store bought sealed items that have ingredients listed and accommodate for class allergies and dietary restrictions.

## College Gardens Discipline Philosophy

At College Gardens, **we believe in the development of each student's potential for learning in a positive, safe and orderly school environment.** We believe that appropriate behavior can be taught and maintained. College Gardens actively reinforces character development expectations that are based around the IB Learner Profile Program. This character development program reinforces positive character traits. Additionally, College Gardens implements **Restorative Justice Approaches** school wide approach to behavior management and discipline. As a World School, the **expectation of socially responsible behavior is an essential element of our school culture.** The ten attributes of the IB Learner Profile characterize individuals with an international perspective and define the type of learner we hope to develop.



Students may receive 'Be IB' stickers throughout the school day.

1 sticker = 1 ticket to be used at our Gator Store

In order to receive a sticker, students must be showing a great example of one of our PYP Learner Profile Attributes.

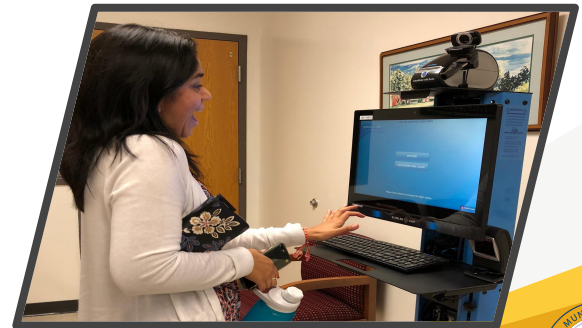
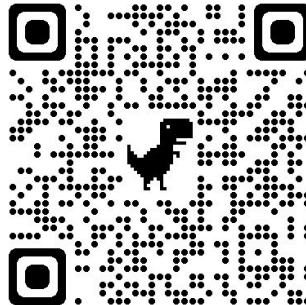


# Volunteering



All visitors must scan their driver's license or state-issued identification card so information can be compared against the state sex offender registry. The system also produces a nametag that should be worn at all times while in the school building.

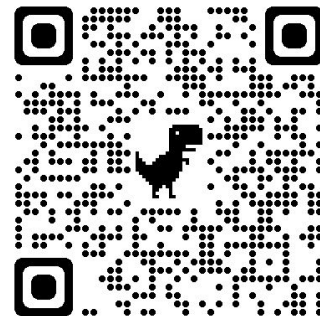
Parents and guardians will access and complete the Recognizing and Reporting Child Abuse and Neglect training by using their Parent Portal account.



# Upcoming Calendar Events

September 23	No School for Students
September 26	Early Release for Students- Students Dismissed at 1:20 PM
October 2nd	No School for Students
October 17th	No School for Students
October 20th	No School for Students
October 31st	End of 1st Marking Period
November 3rd	No School for Students
November 24th & 25th	Early Release day K-8; Student led conferences
November 26th	School Closed
November 27th & 28th	Thanksgiving - Offices and schools closed
December 24th-January 2nd	Winter Break

View the entire calendar online: <https://www.montgomeryschoolsmd.org/calendar/>





# Transdisciplinary Learning

Teachers facilitate students' understanding of, and making connections between, the subjects by:

- identifying authentic opportunities for thinking and responding like historians, athletes, artists, scientists, and so on, within a unit of inquiry
- recognizing and responding to events that arise spontaneously by using subject-specific knowledge to enhance understanding
- exploring questions from multiple subjects when possible
- helping students to make connections and recognize opportunities to transfer learning from one subject to another
- ensuring learning is purposeful and connects subject-specific learning goals to real-life challenges and opportunities.



“Transdisciplinary involves, as a rule, disciplinary practice.”

- Jahn, Bergmann and Keil 2012

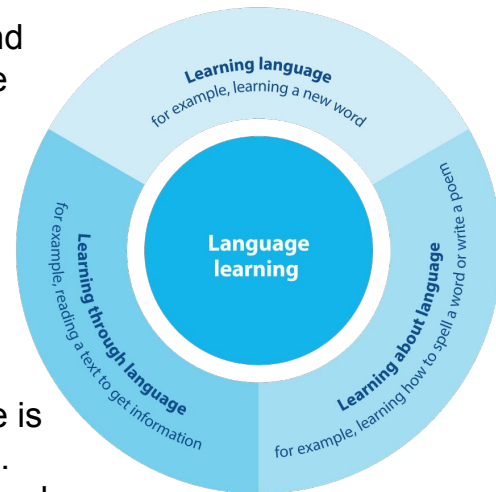
# English Language Arts (ELA)

Learners will engage in daily **reading** instructional approaches that are developed around grade-level standards, that also allow for flexibility to meet them where they are and take them to their next stage in reading. The structure may be in a whole group and/or small group format to include inquiry, direct instruction, literature circles, reteaching, and application of whole group learning.

Lessons address Maryland College and Career-Ready Standards for Reading Literature and Informational Text.

Reading is taught daily following the prescribed scope and sequence and Unit Planners. Learning is most frequently teacher facilitated with interactive student engagement. Time is provided for students to engage in discourse and explain their thinking during instruction. Teachers use a variety of discussion tools to check for student understanding, both live and follow-up.

ESOL and special educators and classroom teachers co-plan in advance of the lesson and make strategic instructional decisions to amplify the language demands of each lesson in order to provide access to the content for emergent multilingual students. Teachers keep in mind the linguistic considerations that students need to use to communicate their ideas.



# CGES Reading Focus

College Gardens reading focus:

- Phonics skills will be taught explicitly, systematically, and cumulatively at all grade levels.
- All students will increase reading skills with decoding and word study.
- A variety of resources support ELA in our Units of Inquiry such as trade books, Media Center books, online references, Readers Theatre, and many more. We will use Benchmark Universe and Really Great Reading as resources.

## Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly  
Strategic

**Skilled Reading**  
Fluent execution and  
coordination of word  
recognition and text  
comprehension.

## Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly  
Automatic

# CGES Reading Focus

- Reading levels and leveled text are not the focus of reading instruction. To increase reading skills of all learners, we use various text types with purpose.
- Whole group instruction will be used to challenge all students with grade level standards.
- Small group instruction is for students that struggled with whole group instruction and to provide enrichment for those who would benefit from extension.

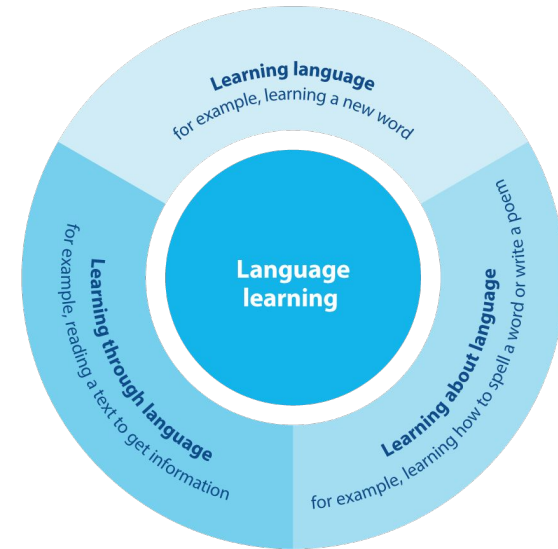
Text Purposes		
Decodable	Books/Text Sets	Complex Text
<ul style="list-style-type: none"><li>• Practice learned decoding skills</li><li>• Practice learned high frequency or 'heart' words</li><li>• Develop automaticity</li><li>• Focus on the bottom strand of the rope</li></ul>	<ul style="list-style-type: none"><li>• High interest</li><li>• Knowledge building</li><li>• Sentence structure</li><li>• Academic vocabulary</li><li>• Oral language development</li><li>• Language comprehension</li><li>• Focus on the top strand of the rope</li></ul>	<ul style="list-style-type: none"><li>• Knowledge building</li><li>• Vocabulary building</li><li>• Develop critical thinking skills</li><li>• Complex language structures, themes etc...</li><li>• Focus on the top strand of the rope</li></ul>

# English Language Arts (ELA)

**Writing** lessons are essential for developing proficient writers to communicate effectively. Writing instruction moves beyond response to reading and includes instruction in structure/organization, author's craft, and grammar and conventions. Products are transdisciplinary in nature and apply the writing process to all text types.

Writing lessons are to be delivered daily to address Maryland College and Career-Ready Standards for Writing and Language. Writing is taught following the IB Unit Planners. Writing lessons include: process writing, crafting technique lessons, and English Grammar and Usage for publication. Writing instruction is closely aligned to reading lessons. Time is provided for students to conference with teacher and peers to discuss writing progress

ELD and special educators with classroom teachers co-plan in advance of the writing lesson and make strategic instructional decisions to amplify the language demands of each lesson in order to provide access to the content for emergent multilingual students. Teachers should keep in mind the linguistic considerations that students need to use to communicate their ideas.



# English Language Arts (ELA)

Each Unit of Inquiry includes a variety of ELA components. Integrated reading strategies, word study, vocabulary, grammar, conventions, phonics and fluency design the ELA portion of our curriculum. Students explore those components in whole and small group instruction, read alouds, as well as collaborative work groups and independent study.

## Phonics

Explore similarities and differences between the sounds of students' languages.

Have fun comparing animal sounds in different languages.

Use rhyme and tongue-twisters in different languages with the class.

Identify different sounds through onomatopoeia.

oink  
nöff-nöff

Hiss

Slurp

miaow  
nyaa

kikiriki  
cock-a-doodle-doo

WOOF-WOOF  
HEV-HEV



## Texts

Students read or listen in home language text then transfer to the target language.

Start with the target language and translate to the home language.

Students research through home language but present in the target language.

Compare the different ways language is written—alphabets, numbers, directionality.



## Vocabulary

Students explore similarities and differences in word form and meaning in different languages.

Build word walls with many languages.

Hunt for patterns among words in different languages.



## Sentences

Explore similarities and differences in word order.

Look at tenses in different languages—what are some of the ways languages express the past and future.

How do languages use, or not use, articles (a, an, the)?



## Language norms

How is gender expressed in different languages?

How is formal and informal language different?

What does politeness take in different languages?

What are the different forms of address?

How does language express cultural values?





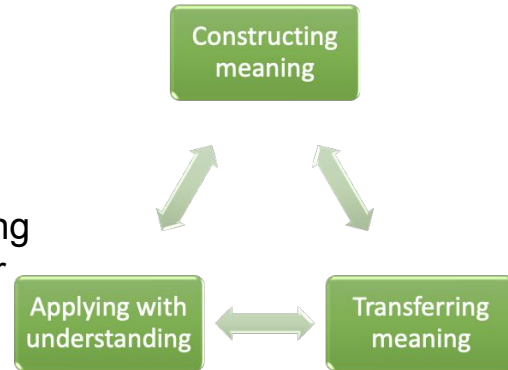
# Mathematics

Learners will engage in daily math instructional approaches that are developed around grade-level standards, that also allow for flexibility to meet them where they are and take them to their next stage in learning. The structure includes inquiry, direct instruction, reteaching, and application of whole group learning.

Lessons address Maryland College and Career-Ready Standards using Eureka Math as the primary resource. Learning is most frequently teacher facilitated with interactive student engagement.

Time is provided for students to engage in discourse and explain their thinking during live instruction. Teachers use a variety of discussion tools to check for student understanding.

ELD and special educators and classroom teachers co-plan in advance of the lesson and make strategic instructional decisions to amplify the language demands of each lesson in order to provide access to the content for emergent multilingual students. Teachers keep in mind the linguistic considerations that students need to use to communicate their ideas.



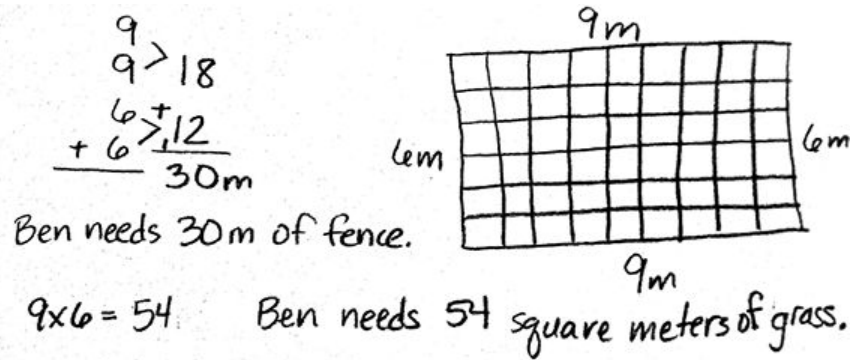
# Mathematics

Mathematics learning has four main components:

Fluency	This component supports development of fluency skills for maintenance (staying sharp on previously learned skills), preparation (targeted practice for the current lesson), and/or anticipation (skills that ensure that students will be ready for the in-depth work of upcoming lessons). This component provides daily opportunities for students to gain confidence and motivation for continued learning
Application	This component is included to provide students with an opportunity to apply their skills and understandings in new ways.
Concept Development	This component addresses the new content being studied. The concept development is generally comprised of carefully sequenced problems centered within a specific topic to begin developing mastery via gradual increases in complexity. It is also accompanied by an additional set of carefully crafted problems called the “problem set.”
Debrief	This is a critical component in which the teacher engages students in a group discussion, challenging them to share their thinking and draw conclusions. This allows the teacher to gauge student understanding of the concept, offering another chance for students to gain understanding before attempting the exit ticket

# Mathematics

## Example of Application Problem



Enhance the relevancy of the Application Problem by basing it in the issue of the unit of inquiry including but not limited to examples related to the issue such as settings and tasks to reflect your students and their experiences and inquiry of the class.

Ben has a rectangular area 9 meters long and 6 meters wide. He wants a fence that will go around it as well as grass sod to cover it.

How many meters of fence will he need?

How many square meters of grass sod will he need to cover the entire area?

# TIPS FOR HELPING YOUR CHILD



- Have your child explain what concepts they are learning.
- Ask questions:
  - *Can you explain?*
  - *What strategy did you use?*
  - *How else can you solve it?*
- Be positive about your child's math education.
- Use *Eureka Math* Parent Resources:
  - Parent Tip Sheets
  - Homework Helpers
  - Videos

## EUREKA MATH

### TIPS FOR PARENTS

**KEY CONCEPT OVERVIEW**

Welcome to Grade 8! In the first topic of Module 1, students will be learning about operations (mathematical processes such as addition and subtraction) with terms that have **exponents**. They will learn how to use definitions and properties, often referred to as the laws of exponents, to perform these operations. Students will start by investigating the properties of exponents using only positive exponents (e.g., 8<sup>3</sup> or (-7)<sup>3</sup>), and then they will extend their knowledge to exponents of zero (e.g., 8<sup>0</sup>) and **negative exponents** (e.g., 5<sup>-2</sup> or (-3)<sup>-4</sup>).

You can expect to see homework that asks your child to do the following:

- Write a **repeated multiplication representation** using exponents.
- Recognize when standard numbers are showing an exponential pattern. For example, 2, 4, 8, 16, and 32 are equal to 2<sup>1</sup>, 2<sup>2</sup>, 2<sup>3</sup>, 2<sup>4</sup>, and 2<sup>5</sup>, respectively.
- Change a given number to an **exponential expression** with a given **base**. For example, 25 to 5<sup>2</sup>.
- Determine whether an exponential expression is positive or negative.
- Simplify expressions using the properties/laws of exponents, including the **zeroth power** and negative powers.
- Explain his work, and prove that two expressions are equivalent by referencing the definition or property/law used.

**SAMPLE PROBLEM** (From Lesson 6)

$$\begin{aligned} (5^{-2})^3 &= \left(\frac{1}{5^2}\right)^3 \\ &= \left(\frac{1}{5} \cdot \frac{1}{5}\right) \cdot \left(\frac{1}{5} \cdot \frac{1}{5}\right) \cdot \left(\frac{1}{5} \cdot \frac{1}{5}\right) \text{ by definition of negative exponents} \\ &= \frac{1}{5^6} \text{ by definition of negative exponents} \end{aligned}$$

**Properties of Exponents/Laws of Exponents**

For any numbers $a$ , $b$ , and $c$ , and all integers $n$ , the following rules apply:		
Name of Rule	General Example	Another Example
1 <sup>st</sup> Law of Exponents	$a^m \cdot a^n = a^{m+n}$	$2^3 \cdot 2^4 = 2^{3+4} = 2^7$
2 <sup>nd</sup> Law of Exponents	$(a^m)^n = a^{m \cdot n}$	$(2^3)^4 = 2^{3 \cdot 4} = 2^{12}$
3 <sup>rd</sup> Law of Exponents	$\frac{a^m}{a^n} = a^{m-n}$	$\frac{2^5}{2^3} = 2^{5-3} = 2^2$
Division of Exponents, Consequence of 3 <sup>rd</sup> Law for Division	$\frac{a^m}{a^n} = a^{m-n}$	$\frac{2^5}{2^3} = 2^{5-3} = 2^2$
Power to a Power, Consequence of 2 <sup>nd</sup> Law for Division	$\left(\frac{a^m}{a^n}\right)^p = \frac{a^{m \cdot p}}{a^{n \cdot p}}$	$\left(\frac{2^3}{2^2}\right)^4 = \frac{2^{3 \cdot 4}}{2^{2 \cdot 4}} = \frac{2^{12}}{2^8} = 2^4$
For any positive number $a$ , and all integers $n$ , the following rules apply:		
Definition of Negative Exponents	$a^{-n} = \frac{1}{a^n}$	$5^{-2} = \frac{1}{5^2}$

Additional sample problems with detailed answer steps are found in the Eureka Math Homework Helpers books. Learn more at [Great Minds.org](http://Great Minds.org).

For more resources, visit [Eureka Math.org](http://Eureka Math.org).

# Kindergarten

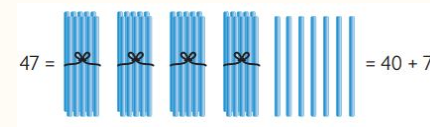
- Counting how many objects are in a group and comparing the quantities of two groups of objects
- Comparing two numbers to identify which is greater or less than the other
- Understanding addition as putting together and subtraction as taking away from
- Fluently adding and subtracting very small numbers
- Breaking up numbers less than or equal to 10 in more than one way
- For any number from 1 to 9, finding the missing quantity that is needed to reach 10
- Representing addition and subtraction word problems using objects or by drawing pictures
- Solving addition and subtraction word problems involving numbers that add up to 10 or less or by subtracting from a number 10 or less





# 1<sup>st</sup> Grade

- Fluently adding numbers together that total up to 10 or less and subtracting from numbers up through 10
- Understanding the rules of addition and subtraction (for example,  $5+2=2+5$ )
- Solving word problems that involve adding or subtracting numbers up through 20
- Understanding what the different digits mean in two-digit numbers (place value)
- Comparing two-digit numbers using the symbols  $>$  (more than),  $=$  (equal to) , and  $<$  (less than)
- Understanding the meaning of the equal sign ( $=$ ) and determining if statements involving addition and subtraction are true or false
- Adding one- and two-digit numbers together
- Measuring the lengths of objects using a shorter object as a unit of length
- Putting objects in order from longest to shortest or shortest to longest
- Organizing objects into categories and comparing the number of objects in different categories
- Dividing circles and rectangles into halves and quarters



- Fluently adding numbers together that total up to 20 or less or subtracting from numbers up through 20
- 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

$$\boxed{250} = \boxed{2} + \boxed{5} + \boxed{0}$$

hundreds                  tens                  ones

- 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

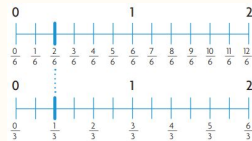
- Understanding and explaining what it means to multiply or divide numbers
- Fluently multiplying all one-digit numbers
- Multiplying one-digit numbers by multiples of 10 (such as 20, 30, 40)
- Solving two-step word problems using addition, subtraction, multiplication, and division
- Understanding the concept of area
- Relating the measurement of area to multiplication and division
- Understanding fractions as numbers
- Understanding and identifying a fraction as a number on a number line
- Comparing the size of two fractions
- Expressing whole numbers as fractions and identifying fractions that are equal to whole numbers (for example, recognizing that  $\frac{3}{1}$  and 3 are the same number)
- Measuring weights and volumes and solving word problems involving these measurements
- Representing and interpreting data

$$\boxed{5} \times \boxed{30} = 5 \text{ groups of 3 tens} = 15 \text{ tens}$$
  
$$\boxed{15} = \boxed{1} \boxed{5} \boxed{0}$$

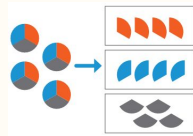
tens                      hundreds    tens    ones



- Fluently adding and subtracting whole numbers up to 1 million
- Solving multi-step word problems, including problems involving measurement and converting measurements from larger to smaller units
- Multiplying and dividing multi-digit numbers
- Extending understanding of fractions by comparing the size of two fractions with different numerators (top numbers) and different denominators (bottom numbers)
- Creating equal fractions ( $\frac{3}{4} = \frac{3 \times 2}{4 \times 2} = \frac{6}{8}$ )
- Adding and subtracting fractions with the same denominator
- Building fractions from smaller fractions ( $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ )
- Connecting addition and subtraction of whole numbers to multiplying fractions by whole numbers
- Connecting addition of fractions to the concept of angle measurement
- Representing and interpreting data
- Converting fractions with denominators of 10 or 100 into decimals
- Locating decimals on a number line
- Comparing decimals and fractions using the symbols  $>$  (more than),  $=$  (equal to), and  $<$  (less than)



- Fluently multiplying multi-digit whole numbers
- Dividing numbers with up to four digits by two-digit numbers
- Using exponents to express powers of 10
- Reading, writing, and comparing decimals to the thousandths place
- Adding, subtracting, multiplying, and dividing decimals to the hundredths place
- Writing and interpreting mathematical expressions using symbols such as parentheses. For example, “add 8 and 7, then multiply by 2” can be written as  $2 \times (8 + 7)$ .
- Adding and subtracting fractions with unlike denominators (bottom numbers) by converting them to fractions with matching denominators
- Multiplying fractions by whole numbers and other fractions
- Dividing fractions by whole numbers and whole numbers by fractions
- Analyzing and determining relationships between numerical patterns
- Measuring volume using multiplication and addition





- Understanding and applying the concepts of ratios and unit rates, and using the correct language to describe them (for example, the ratio of wings to beaks in a flock of birds is 2 to 1, because for every 2 wings there is 1 beak)
- Building on knowledge of multiplication and division to divide fractions by fractions
- Understanding that positive and negative numbers are located on opposite sides of 0 on a number line
- Using pairs of numbers, including negative numbers, as coordinates for locating or placing a point on a graph
- Writing and determining the value of expressions with whole-number exponents (such as  $15+32$ )
- Identifying and writing equivalent mathematical expressions by applying the properties of operations. For example, recognizing that  $2(3+x)$  is the same as  $6+2x$
- Understanding that solving an equation such as  $2+x = 12$  means answering the question, “What number does  $x$  have to be to make this statement true?”
- Representing and analyzing the relationships between independent and dependent variables
- Solving problems involving area and volume

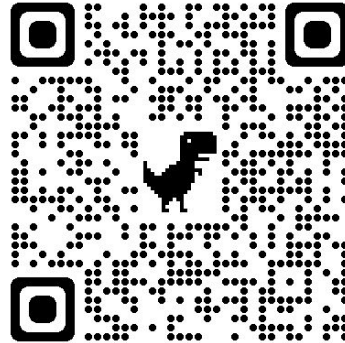
# Grade 4 & 5 Social Studies Report Card Updates

Sourcing	Asks students to consider who wrote a document as well as the circumstances of its creation
Contextualization	Asks students to locate a document in time and place and to understand how these factors shape its content
Corroboration	Asks students to consider details across multiple sources to determine points of agreement and disagreement

# Online School Payments

All school payments may be made online using our new online tool: SchoolCash.

During the year, field trips may also be paid online. We appreciate donations to sponsor additional students. Contact Ms. Sanya if your child needs support paying for field trips.

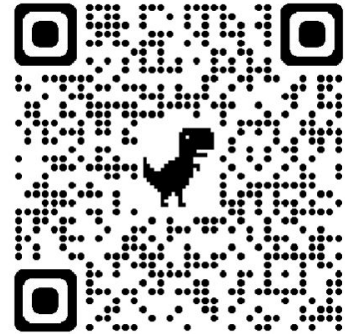


The screenshot shows the SchoolCash Online website interface. At the top, there's a blue header with the text "SchoolCash Online" and links for "SIGN IN", "ITEMS", and a notification icon. Below the header, it says "Montgomery County Public Schools" and "Representing Opportunity and Unleashing Potential". The main content area features a banner with the text "Paying for school items just got easier! Sign up to get started today." and a "What is SchoolCash Online?" section with a "Register" button. To the right of the banner is an image of a backpack. Below the banner, there's a section titled "Best In Class Security Gives You The Best Protection" with "CSAE 3416 Certified", "PCI Compliant", and "SSAE 16 Certified" logos. It also includes a "How Does This Work?" section with a "Read More" link. At the bottom, there's a language selector set to "English" and a "Powered by Google Translate" note. On the right side, there's a "Why Use SchoolCash Online?" section with bullet points about secure payments, online shopping, and time management.

# Homework

Students are expected to engage in learning activities at home to support their learning. Teachers will assign homework that reinforces classroom learning to support students in developing skills and knowledge appropriate for the grade level.

MCPS offers free online resources to support learning at home. View them using the QR code.



# Welcome to 2nd Grade

Ms. Vawter  
Mrs. Tamnou  
Ms. Maizel  
Ms. Taylor



Primary Years  
Programme



# SECOND GRADE SCHEDULE

	Tamnu	Maizel	Taylor	Vawter
Music	Thursday	Friday	Tuesday	Wednesday
Art	Wednesday	Thursday	Monday	Friday
PE	Friday	Monday	Thursday	Tuesday
Media	Tuesday	Wednesday	Friday	Monday
Chinese	Monday	Tuesday	Wednesday	Thursday

- Media is every week! Make sure your child brings back their library books so they can exchange for new books.
- Please have your child wear sneakers on their scheduled PE day.
- Lunch is from 11:00-11:30
- Recess is from 11:30-12:10



# TIPS FOR HELPING YOUR CHILD



- Have your child explain what concepts they are learning.
- Ask questions:
  - *Can you explain?*
  - *What strategy did you use?*
  - *How else can you solve it?*
- Be positive about your child's math education.
- Use *Eureka Math* Parent Resources:
  - Parent Tip Sheets
  - Homework Helpers
  - Videos

**EUREKA MATH** TIPS FOR PARENTS

**KEY CONCEPT OVERVIEW**

Welcome to Grade 8! In the first topic of Module 1, students will be learning about operations (mathematical processes such as addition and subtraction) with terms that have **exponents**. They will learn how to use definitions and properties, often referred to as the laws of exponents, to perform these operations. Students will start by investigating the properties of exponents using only positive exponents (e.g.,  $8^3$  or  $(-7)^4$ ), and then they will extend their knowledge to exponents of zero (e.g.,  $8^0$ ) and **negative exponents** (e.g.,  $5^{-2}$  or  $(-3)^{-4}$ ).

You can expect to see homework that asks your child to do the following:

- Write a **repeated multiplication representation** using exponents.
- Recognize when standard numbers are showing an exponential pattern. For example, 2, 4, 8, 16, and 32 are equal to  $2^1$ ,  $2^2$ ,  $2^3$ ,  $2^4$ , and  $2^5$ , respectively.
- Change a given number to an **exponential expression** with a given **base**. For example, 25 to  $5^2$ .
- Determine whether an exponential expression is positive or negative.
- Simplify expressions using the properties/laws of exponents, including the **zeroth power** and negative powers.
- Explain his work, and prove that two expressions are equivalent by referencing the definition or property/law used.

**SAMPLE PROBLEM** (From Lesson 6)

(1)  $3^4 \cdot \left(\frac{1}{3}\right)^4$   
 $= \left(\frac{3}{1}\right)^4 \cdot \left(\frac{1}{3}\right)^4 = \left(\frac{3}{1}\right)^4 \cdot \left(\frac{1}{3}\right)^4$  by definition of negative exponents  
 $= \frac{3^4}{1^4} \cdot \frac{1^4}{3^4}$  by definition of exponents  
 $= \frac{81}{1} \cdot \frac{1}{81}$  by definition of negative exponents  
 $= 1$

**Properties of Exponents/Laws of Exponents**

For any numbers  $a, b$ , and all integers  $n$ ,  $m$ , and  $p$ , the following rules apply:

Rule of Exponents	General Example	Another Example
1 <sup>st</sup> Law of Exponents	$a^m \cdot a^n = a^{m+n}$	$2^3 \cdot 2^4 = 2^{3+4} = 2^7$
2 <sup>nd</sup> Law of Exponents	$(a^m)^n = a^{m \cdot n}$	$(2^3)^4 = 2^{3 \cdot 4} = 2^{12}$
3 <sup>rd</sup> Law of Exponents	$\frac{a^m}{a^n} = a^{m-n}$	$\frac{2^5}{2^3} = 2^{5-3} = 2^2$
Division of Exponents, Consequence of 3 <sup>rd</sup> Law for Division	$\frac{a^m}{a^n} = a^{m-n}$	$\frac{2^5}{2^3} = 2^{5-3} = 2^2$
Reciprocal to a Power, Consequence of 3 <sup>rd</sup> Law for Division	$\frac{1}{a^n} = a^{-n}$	$\frac{1}{2^3} = 2^{-3}$
Product of Powers, Consequence of 3 <sup>rd</sup> Law for Division	$\frac{a^m}{a^n} = a^{m-n}$	$\frac{2^5}{2^3} = 2^{5-3} = 2^2$
For any positive number $a$ , and all integers $n$ , the following rules apply:		
Definition of Negative Exponents	$a^{-n} = \frac{1}{a^n}$	$2^{-3} = \frac{1}{2^3}$

Additional sample problems with detailed answer steps are found in the Eureka Math Homework Helpers books. Learn more at [GreatMinds.org](http://Great Minds.org).

For more resources, visit [Eureka Math.org](http://Eureka Math.org).

- Fluently adding numbers together that total up to 20 or less or subtracting from numbers up through 20
- 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

A diagram illustrating the place value of the number 250. It shows the number 250 in a box, followed by an equals sign, and then three boxes representing the place values: 2 in the hundreds place, 5 in the tens place, and 0 in the ones place. Below each digit box is its corresponding place value label: 'hundreds', 'tens', and 'ones'. Plus signs are placed between the boxes to show the sum of the place values.

$$250 = \begin{array}{|c|} \hline 2 \\ \hline \end{array} + \begin{array}{|c|} \hline 5 \\ \hline \end{array} + \begin{array}{|c|} \hline 0 \\ \hline \end{array}$$

hundreds                  tens                  ones

- 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

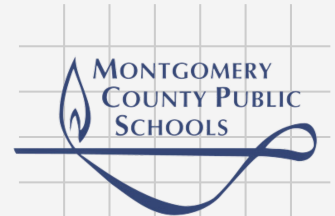
# Amplify

Core Knowledge  
Language Arts  
CKLA

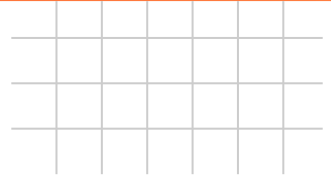


**BACK-TO-SCHOOL NIGHT**

Second Grade ELA  
2025-2026

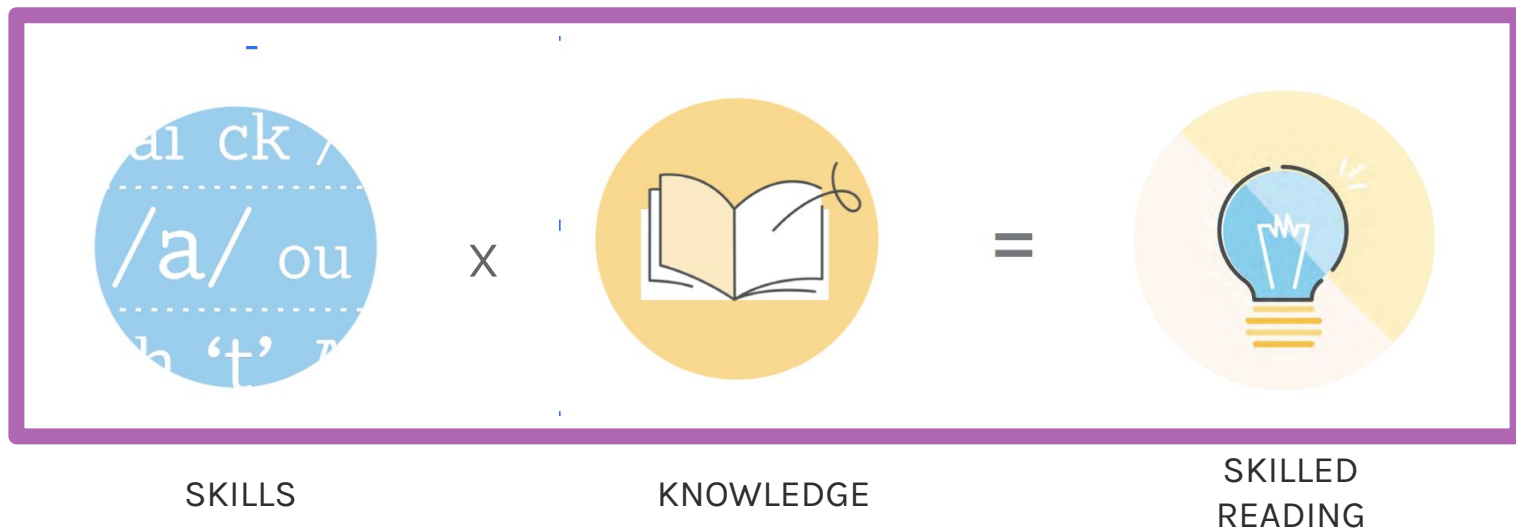


# Amplify CKLA

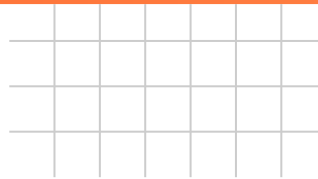


# How it Works

CKLA is built on the science of how kids learn to read.



# How it Happens



## Instructional Design



Strong skills foundation



Deep content knowledge

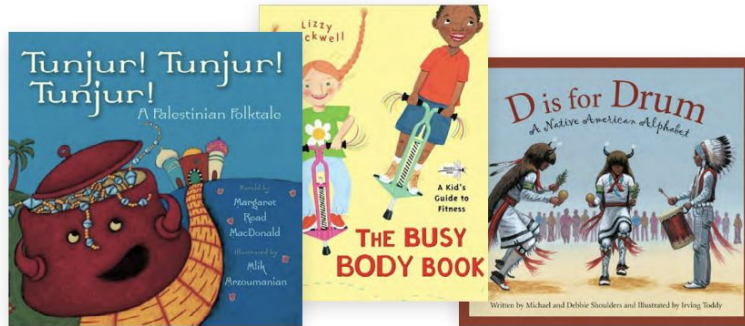


Authentic, diverse texts



# How it Happens

## Focus on Equity

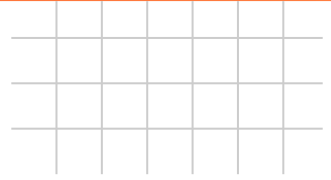


Authentic literature



Student Readers

# How it Happens



## Integrated Literacy Instruction



Speaking and  
Listening



Reading



Writing



Language

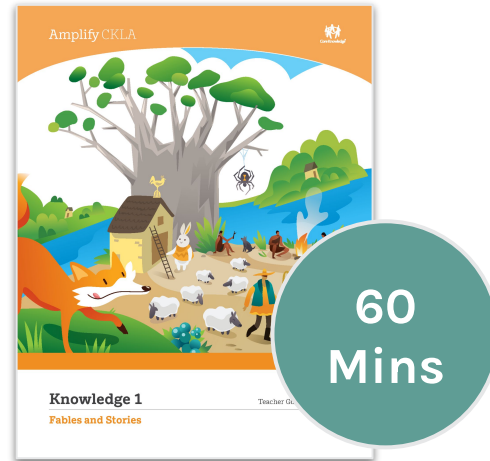
# Program Design: K-2

## Two Strand Approach

### SKILLS STRAND



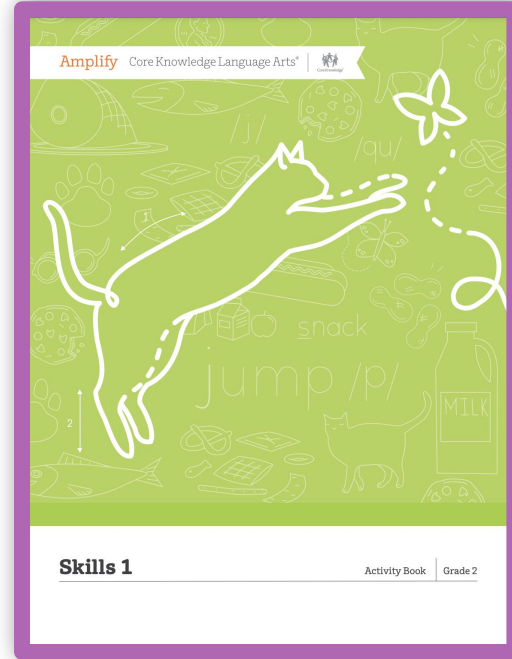
### KNOWLEDGE STRAND



# Program Design: Grade 2

## Skills Strand

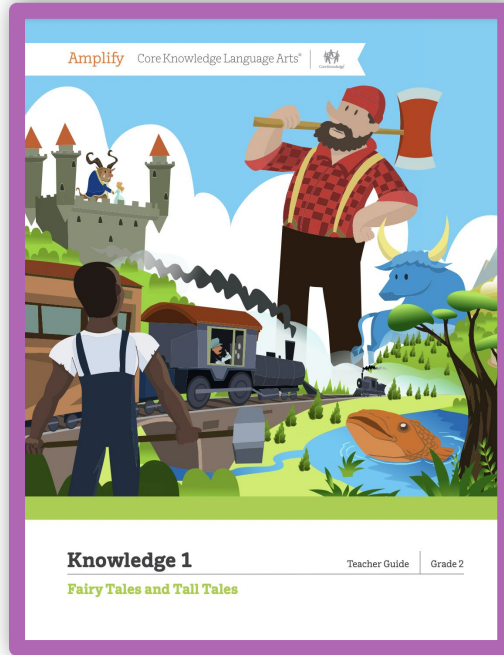
- ✓ Phonics and Word Recognition
- ✓ Grammar
- ✓ Spelling



# Program Design: Grade 2

## Knowledge Strand

- ✓ Background Knowledge
- ✓ Core Content & Vocabulary
- ✓ Writing



## Domains

- ☐ Fairy Tales & Tall Tales
- ☐ Early Asian Civilizations
- ☐ The Ancient Greek Civilization
- ☐ Greek Myths
- ☐ Cycles of Nature
- ☐ Up, Up & Away:  
The Age of Aviation
- ☐ Insects
- ☐ The U.S. Civil War
- ☐ The Human Body
- ☐ Immigration
- ☐ Fighting for a Cause

# Program Design: Grade 2

## Enrichment Opportunities

- ✓ Challenges in lessons
- ✓ Culminating Activities in Knowledge Domains
- ✓ Differentiated resources for Pausing Point days





# Caregiver Resources

## Take-Home Letters

### Supporting Independent Reading at Home

- Family members who would like to support a child's independent reading can consider the following strategies:
- Read to your child or listen to your child read aloud.
  - Take your child to the public library for a wide range of books to read and explore.
  - Many libraries offer free children's educational programs, such as story time, reading hours, or author visits; such events help promote a love of reading.
  - Make reading part of your daily home routine. You may wish to let your child read for a set amount of time during the day. Another option is to have a family reading time in which all family members read. When adults model a love of reading, it often rubs off on children!
  - Note: In determining a reading routine, consider how to establish a time that will not be interrupted or overloaded. For example, many parents report that reading before bedtime often gets rushed or skipped at the end of a busy day, when children may be overtired or will pass their bedtime. They have found more success by establishing a reading time earlier in the day—and then if their children also read at night, all the better.

- Ask your child detailed questions about what he or she has read. Encourage children to explain what they liked or disliked about a text; to describe the characters, plot points, or settings of a fictional text; or to explain what they learned from an informational text.
- When possible, build family outings or recreational activities around what children are reading. For example, if your child enjoyed a book on the National Parks, you might plan to explore a park in your area. Even if you do not live near a National Park, you could visit a state or local park for a family picnic or hike.
- Ask your children to identify a topic they would like to learn more about. Then, declare that topic a "Family Focus" for a specific period of time. During this time, have every family member read an age-appropriate book about the topic. When the time concludes, have a special event in which everyone shares what they learned about the topic.

**Note:** The special event does not have to be elaborate. The point is to designate a time and place to focus on sharing. For example, if your family focused on Hawaii, the special event could simply be a discussion over a family dinner. If you wanted to be elaborate, you could serve pineapple (which was traditionally grown in Hawaii) as dessert and have everyone try hula dancing after eating!

AmplifyCKLA

### Welcome! Grade 3, Unit 1 Classic Tales: The Wind in the Willows

In this unit, students will be exposed to classic children's stories and will learn about the elements of fictional narratives.

#### What's the story?

Students will explore interesting themes and discuss character traits through a variety of elements of fictional narratives. They will be exposed to rich language and a plot and setting. They will also collaborate with their teacher and classmates.

#### What will students learn?

Students will explore interesting themes and discuss character traits through a variety of elements of fictional narratives, including dialogue, plot, and setting. They will be exposed to rich language and a plot and setting. They will also collaborate with their teacher and classmates.

Students will explore interesting themes and discuss character traits through a variety of elements of fictional narratives, including dialogue, plot, and setting. They will be exposed to rich language and a plot and setting. They will also collaborate with their teacher and classmates.

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### Discussion Questions and Application Activities

Use the following prompts, questions, and activities to help students reflect on, explore, and apply what they have read.

#### Items for literary or informational text:

1. Summarize the text you read in your own words.

11. Make a timeline of three to five events that took place in your text.

12. Pretend you are a reporter who has to interview the main character or person in the text you read. Write down five questions you would ask.

13. Make a prediction about what will happen in the text. Explain why you think it will happen.

14. Write a diary entry from the perspective of a character or person in the text you read. Today that is similar to another work you have already read.

15. Draw a Venn diagram to show the similarities and differences between yourself and a person in the text you read.

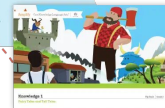
16. Draw a Venn diagram that compares and contrasts your home with how, when, and where a person from your text lives.

17. Imagine you had to write a new title for the work you read. Suggest several new titles for it.

18. If your text included any words you did not know, write them down. Use a dictionary to find out their meaning. Write that meaning for each word in a new sentence.

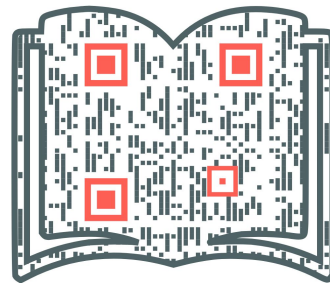
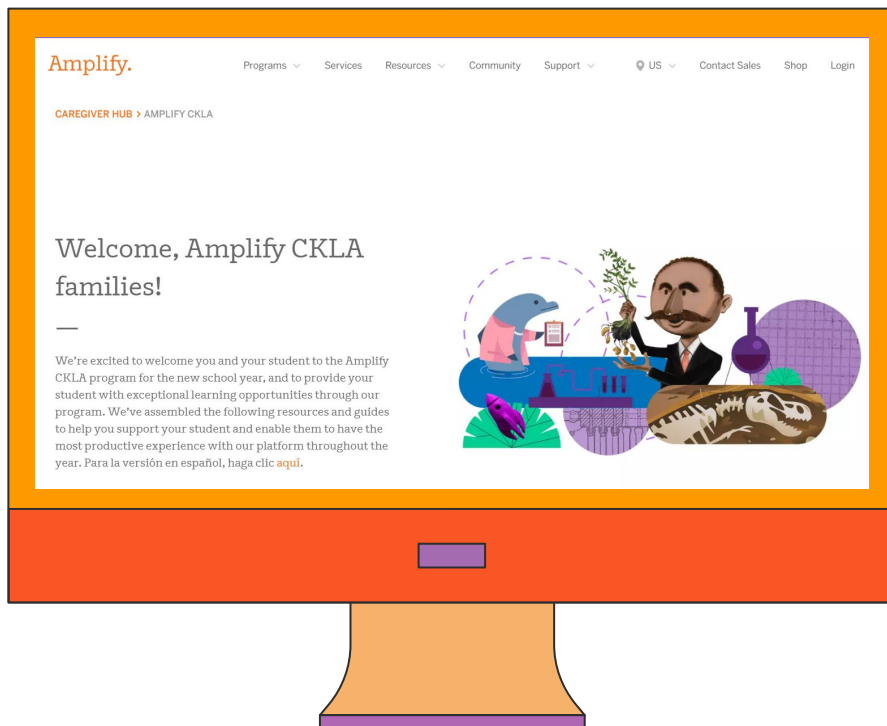
19. Write three questions you would like to ask the author of the work you read.

Knowledge  
Matters  
Campaign  
ALL-STAR

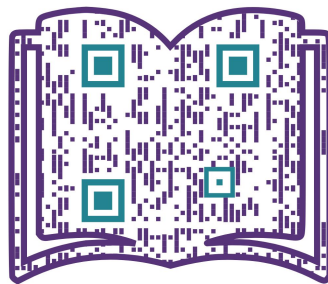


# Amplify CKLA: Caregiver Hub

A one stop shop for resources and guides in both Spanish and English!



English



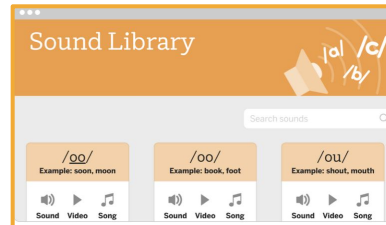
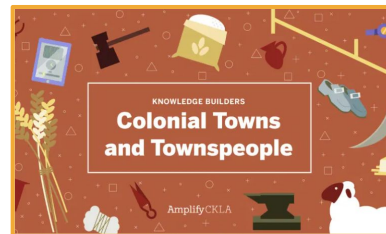
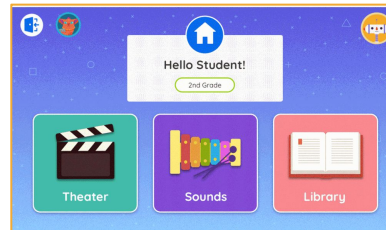
español

AmplifyCKLA

# Amplify CKLA: Student Hub

## CKLA Hub for Students

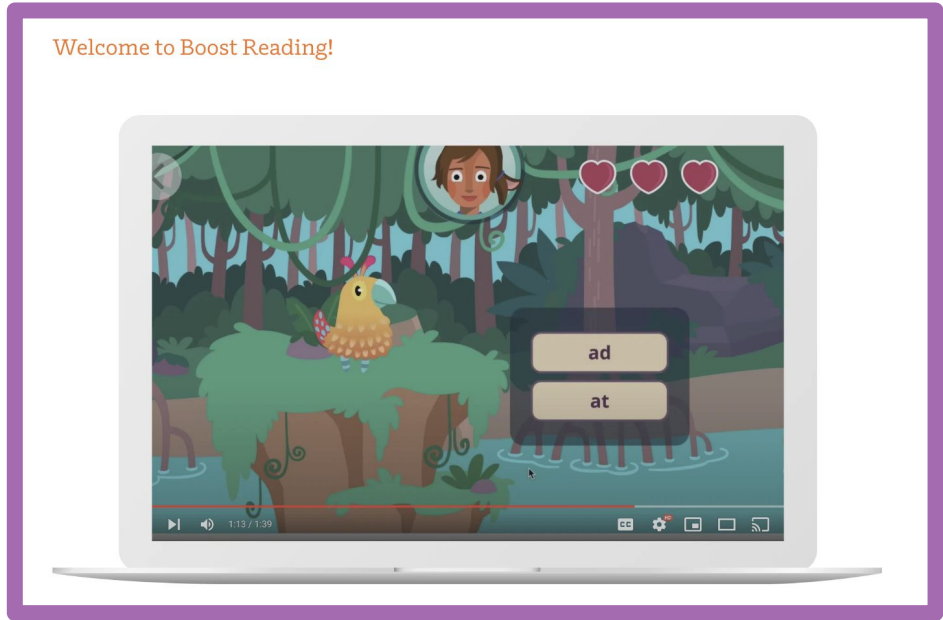
- ✓ Knowledge Builder Videos for Grades K-2
- ✓ Sound Library for Grades K-2
- ✓ Recorded Daily Read-Alouds



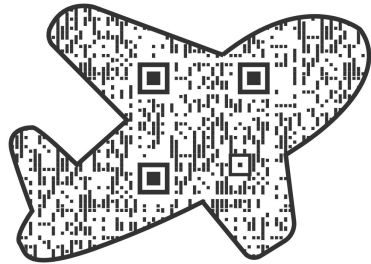
Username: HVKQR  
Password: calm-dove6

# Amplify CKLA: Boost Reading

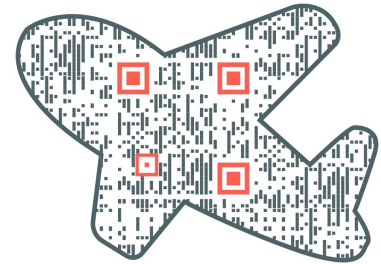
- ✓ Personalized Instruction
- ✓ Practice @ Home
- ✓ Acceleration & Remediation
- ✓ Adaptive Technology



# Amplify CKLA: Boost Caregiver Hub



English

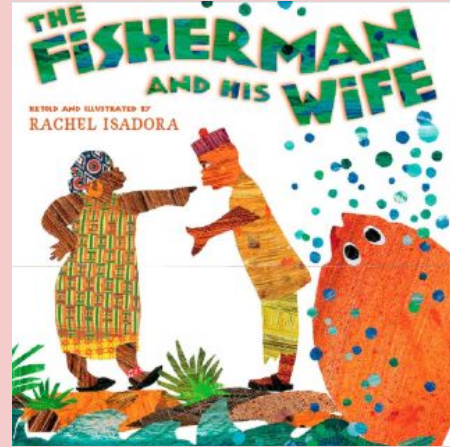


español

# How We Express Ourselves

## Key Takeaways:

- Communication
- Fairy tales and tall tales
- Stories from other cultures
- Connecting storytelling and cultures
- Greek Myths





# Where We Are in Place and Time

## Key Takeaways:

- Early Asian Civilizations
- Ancient Greek Civilizations
- Comparing two cultures
- Locating and describing places on Earth



# Who We Are

## Key Takeaways:

- The human body
- Digestive system
- Healthy eating
- Food groups



# How the World Works

## Key Takeaways:

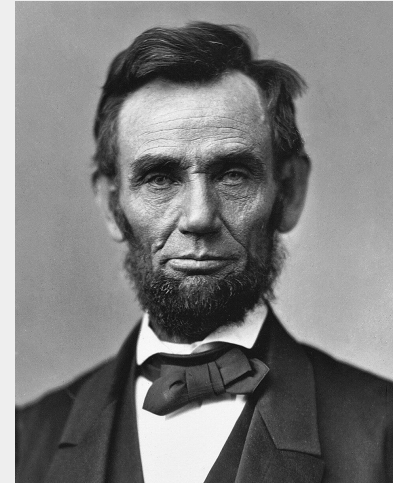
- Cycles in nature
  - Day and Night
  - Seasons
  - Plants
  - Trees
  - Chicken
  - Frog
  - Butterfly
  - Water cycle
- Characteristics of an Insect



# How We Organize Ourselves

## Key Takeaways:

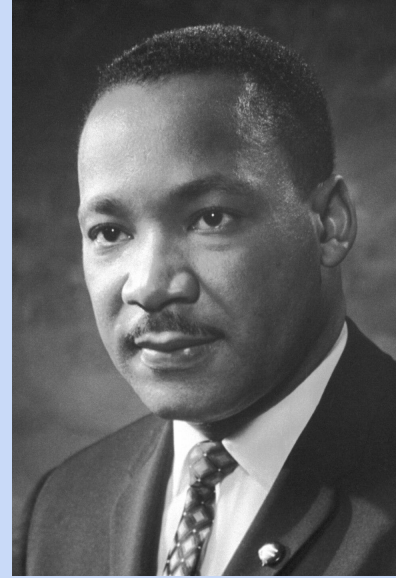
- Civil War
- Harriet Tubman
- Abraham Lincoln
- Clara Barton
- Ulysses S Grant
- Robert E Lee



# Sharing the Planet

## Key Takeaways:

- Immigration
- Fighting for a cause
- Researching leaders who has made a difference in the world

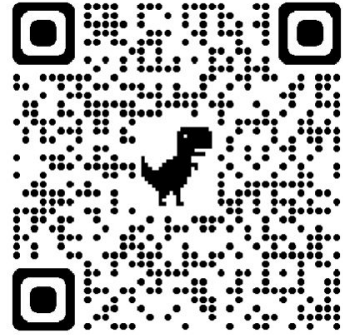


# Homework

- Students should **read every night** for at least **20 minutes** .
- Math homework will be assigned **each night** in their **Succeed book**. It will match the lesson that is taught that day. **They will not turn it in.**
- Additional homework/projects may be assigned to align with our Unit of Inquiry
- Homework will be written down in their **agenda books**
- Homework will start on **Monday, September 8th.**

Students are expected to engage in learning activities at home to support their learning. Teachers will assign homework that reinforces classroom learning to support students in developing skills and knowledge appropriate for the grade level.

MCPS offers free online resources to support learning at home. View them using the QR code.



# Students Need Daily

- Headphones (will stay at school)
- Agenda Book
- Green Communication Folder
- (Optional) Water Bottle



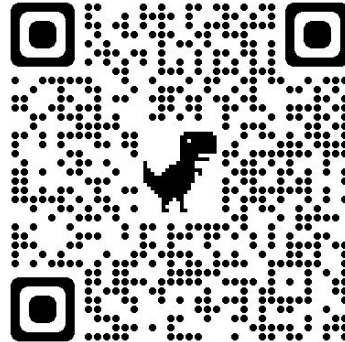
# Snacks

Second grade **will** be having snack time.

- Working snack
- Healthy (no candy)
- Easy (no utensils, can open on their own)
- Nut Free (Taylor and Tamnou)

# Online School Payments

All school payments may be made online using our new online tool: SchoolCash. During the year, field trips may also be paid online. We appreciate donations to sponsor additional students. Contact Ms. Sanya or Mr. Ryan if your child needs support paying for field trips.



The screenshot shows the SchoolCash Online website interface. At the top, there's a blue header with the text "SchoolCash Online" and links for "SIGN IN", "ITEMS", and a notification icon. Below the header, it says "Montgomery County Public Schools" and "Representing Opportunity and Unleashing Potential". The main content area features a banner with the text "Paying for school items just got easier! Sign up to get started today." and a "What is SchoolCash Online?" section with a "Register" button. To the right of the banner is an image of a backpack. Below the banner, there's a section titled "Best In Class Security Gives You The Best Protection" with logos for CSAE 3416, PCI, and SSAE 16. It also includes a "Why Use SchoolCash Online?" section with bullet points about secure payments, ease of use, and time management. At the bottom, there's a language selector set to "English" and a "Protected by 256-bit encryption" badge.

# Class Rewards

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- Individual rewards– IB stickers and tickets
- Table rewards
- Whole class rewards

# Birthdays

- Parents may send in a small treat that will be shared during lunch time.
- Treat must be nut free.
- Store bought

# Best Way to Communicate

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- email through ParentVUE
- Remind
- Note in green folder

# Thanks!

Please be sure to visit one of our specialists during the final session if you are not visiting another classroom.