WHALE BRANCH ELEMENTARY SCHOOL



IMAGINE, INNOVATE, INSPIRE!

PARENT AND STUDENT HANDBOOK

2026-2027

CARLOS WILLIAMS
PRINCIPAL

CARL BENCAL
ASSISTANT PRINCIPAL

DEANA YUSUF
ASSISTANT PRINCIPAL

Together We Learn. Together We Grow. Together We Shine.

School Information



Whale Branch Elementary School is one school, two campuses. We are made of up Whale Branch Elementary School with students in grades 1-5 and James J. Davis Early Learning Center with students in grades Pre-K 3-Kindergarten.

A proud Title I school, Whale Branch Elementary School, is located in rural Seabrook, SC, near the Whale Branch River, and is home to approximately 400 students.

Neighborhoods that feed into our campus include Sheldon, Big Estate, Garden's Corner, Dale, Lobeco, Stuart Point, Yemassee, Poppy Hill, Seabrook, and Gray's Hill.

The addresses of both campuses are below.

Whale Branch Elementary School
15 Stuart Point Rd.
Seabrook, SC 29904
843-466-1000

James J. Davis Early Learning Center
364 Keans Neck Rd.
Seabrook, SC 29940
843-466-3600







School Leaders

Carlos Williams, Principal
843-466-1000
carlos.williams@beaufort.k12.sc.us

Deana Yusuf, Assistant Principal
843-466-1000
deana.yusuf@beaufort.k12.sc.us

Carl Bencal, Assistant Principal
843-466-3600
carl.bencal@beaufort.k12.sc.us

Dr. Tonya Thomas-Haynes,
Dean of Students and MTSS Coordinator
843-466-1000
tonya.thomas@beaufort.k12.sc.us







BEAUFORT COUNTY SCHOOL DISTRICT

2026-2027 Academic School Calendar
All Beaufort County Schools

BEAUFORT COUNTY SCHOOL DISTRICT

JULY 2026

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2026

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SEPTEMBER 2026

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OCTOBER 2026

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NOVEMBER 2026

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DECEMBER 2026

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JANUARY 2027

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FEBRUARY 2027

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28						

MARCH 2027

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APRIL 2027

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MAY 2027

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JUNE 2027

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20	21	22	23	24	25	26
27	28	29	30			

Modified Year-Round Calendar

Semesters/Quarters

1st Semester: Aug. 7 -Dec. 22
1st Quarter: Aug. 7 -Oct. 13
2nd Quarter: Oct. 14 -Dec. 22
2nd Semester: January 6 - May 25
3rd Quarter: January 6 - March 12
4th Quarter: March 15 - May 25

Progress Reports

Quarter 1: September 11
Quarter 2: November 20
Quarter 3: February 11
Quarter 4: April 23

Report Card Distribution

Quarter 1: October 23
Quarter 2: January 8
Quarter 3: March 19
Quarter 4: May 28

Accountability Days

October 13 - 45th day
March 12 - 135th day

Holidays/Vacation

July 3 Independence Day
September 7 Labor Day
October 8 - 9 Fall Break
November 3 Election Day
November 11 Veterans Day
November 25 - 27 Thanksgiving Break
December 23 - January 5 Winter Break
January 18 Martin Luther King Jr. Day
February 12 No School for Students
February 15 Presidents' Day
March 25 No School for Students
March 26 Good Friday
April 12-16 Spring Break
May 31 Memorial Day
June 18 Juneteenth

Weather make-up days (if needed)
(Or No School)

December 23
February 15
March 25

Early Dismissal for Students

October 7
February 11
March 12

Professional Development
(No School for Students)

July 31 - August 6
January 5
February 12
May 26 - 28

	Full day for students
	No school for students
	First day back for students
	Early dismissal for students
	Weather make-up day
	In-service day for staff

Graduation for High Schools

Battery Creek High: May 24, 7:00pm
Hilton Head Island High: May 25, 7:00pm
Whale Branch Early College: May 26, 7pm
May River High: May 27, 7:00pm
Beaufort High: May 28, 7:00pm
Bluffton High: May 29, 10:00am
Make-up: May 29, 7:00pm
*Summer Graduation - August

BCSD is a SCDE approved eLearning district. The current provision allows the district to use up to five (5) days in eLearning. These days are for emergency situations, such as inclement weather or utility interruptions. They are not planned days on the calendar.

Board Approved 05-06-2025
Updated 05-14-2026

Tigersharks Uniform Policy

Whale Branch Elementary School and James J. Davis Early Learning Center

Uniform expectations are detailed below. Students are expected to dress according to the uniform policy expectations daily, unless otherwise stated.

Las expectativas sobre el uniforme se detallan a continuación. Se espera que los estudiantes se vistan diariamente de acuerdo con la política de uniformes, a menos que se indique lo contrario.

TOPS: White, light blue, navy blue, or teal



BOTTOMS: Khaki, navy blue, or black (no cargo pockets)



EXCEPTIONS TO THE UNIFORM POLICY

- **Mock turtlenecks and turtlenecks are acceptable.**
  Se aceptan cuellos de tortuga y falsos.
- **Students may wear plain or school logo hooded sweaters or sweatshirts over school uniforms.**
  Los estudiantes pueden usar suéteres o sudaderas con capucha, ya sean lisos o con el logo de la escuela, encima de los uniformes escolares.
- **Jean jackets can be worn.**
  Se pueden usar chaquetas de mezclilla.



NOT ALLOWED
no permitido

- Hoodies
- Printed shirts/sweatshirts
- Crocs
- Slides, slippers, flipflops

MY SCHOOL BUCKS

IMPORTANT ONLINE PAYMENT UPDATE

MySchoolBucks

EFFECTIVE MARCH 3, 2026

On March 3, the district will officially transition to MySchoolBucks for online payments. OSP (Online School Payments) will no longer be active after this date.

To ensure uninterrupted access to online payments and your school's online store, all families are asked to create a FREE MySchoolBucks account as soon as possible.

GET STARTED IN 4 EASY STEPS

1. **Download** the MySchoolBucks mobile app or visit their website at **MySchoolBucks.com**
2. **Create** your free account
3. **Add** a student to your account using the student's name, date of birth, and/or student ID number
4. **Browse** your school's online store, add items to your cart, and check out securely



DOWNLOAD FOR iOS

DOWNLOAD FOR ANDROID

NEED HELP?

For assistance with MySchoolBucks:

Call (855) 832-5226

FOR DISTRICT SUPPORT, EMAIL US AT:

communitycomments@beaufort.k12.sc.us

ParentSquare App

Stay in the know about school information and events!

¡Mantente al día de la información y los eventos del colegio!



Download the ParentSquare mobile app

Send and receive school communications on the go

ParentSquare helps families:

- Receive school announcements and important updates
- Communicate with teachers and staff
- View events, reminders, and calendars
- Access information anytime, anywhere

Envía y recibe comunicaciones del colegio desde cualquier lugar

GENERAL INFORMATION

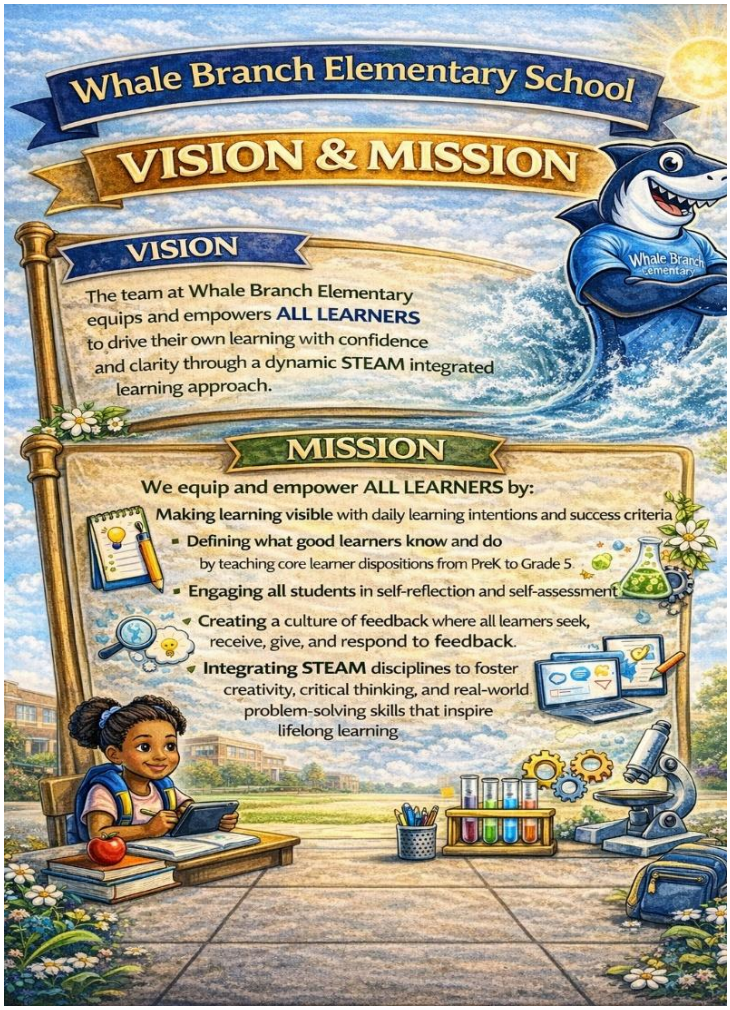
Doors open at 7:15 a.m. Students are not permitted to enter the building or wait unsupervised outside of the school doors prior to 7:15 a.m. as school personnel are not available to provide adequate supervision.

Normal School Hours

- **7:15- 7-:45 School** and Cafeteria Opens - Breakfast for students
- **7:15**-Main Office Opens
- **7:45**-Tardy Bell Rings (Front Door Entry Only, Adults must walk students to the Front Office and sign students in)
- **2:00**- Early Dismissal Ends (11:30 on Half Days-requires a written note)
- **2:45**-Dismissal (11:45 on Half Days)
- **2:45**-All students must be picked up from campus
- **3:15**-Main Office Closes

On Early Release Days, school is dismissed at 11:45 AM.

WHALE BRANCH ELEMENTARY VISION AND MISSION



BEAUFORT COUNTY SCHOOL DISTRICT MISSION

The MISSION of the Beaufort County School District, through a personalized learning approach, will prepare graduates who compete and succeed in an ever-changing global society and career marketplace.

Our VISION is to work with families and our diverse community to ensure that students perform at an internationally competitive level in a learning environment that is safe, nurturing and engaging.

Our CORE BELIEF is that students should be prepared to compete and contribute in an ever-changing global and multilingual society, and we believe that:

Every student can learn using his or her valuable and unique talents and skills.

Learning takes place when the physical, emotional, social and intellectual well-being of all students is assured at every level and during every transition.

High expectations of the school community positively impact student success.

Early childhood learning experiences form the foundation of future school success.

Students learn best when they are engaged and provided with opportunities for problem solving and active participation.

All students are entitled to learning experiences so that they can become competent and confident in the skills and knowledge needed to become successful and productive citizens.

Investment, involvement and connection of all members of the school community are essential to a student's success.

Frequent informal and formal assessment aligned to clearly defined learning objectives will provide improved student achievement.

The collection, analysis and use of data from a variety of sources are critical to making decisions.

FRONT OFFICE INFORMATION

Office hours-7:15 a.m-3:15 p.m.

Parents/visitors must use the front doors and are required to sign in. You will need a picture ID or

volunteer badge to sign in if you plan to visit a classroom or academic area past the Front Office.

Front Office Staff
Shonda Royals, Data Specialist and Office Manager WBES
shonda.Royals@beaufort.k12.sc.us
Roberta Mullen, Office Manager James J. Davis
roberta.Mullen@beaufort.k12.sc.us
Sherry Gordon-Jones, Campus Finance Specialist
sherry.Gordon-Jones@beaufort.k12.sc.us
Kenynatta Linnen-Admin Assistant WBES
kenynatta.Linnen@beaufort.k12.sc.us
Front Office
wbeofficestaff@beaufort.k12.sc.us

EARLY DISMISSAL

Parents are asked to avoid picking up students early from school if possible as this disrupts instruction. Parents should notify their child's teacher in writing when you know your child will be picked up early. The child will be called to the office once the parent arrives at the school.

Students will not be called to the office for early dismissal after 2:15 p.m. Any parent or guardian arriving after 2:15 will need to get in the car rider line or allow their child to go home their normal way. Instruction is still happening and classes are in transition during this time and messages are not easily relayed.

All early dismissals must be communicated to teachers via Parent Square, teacher email, or to the email address below.
wbeofficestaff@beaufort.k12.sc.us

DISMISSAL TIMES

At the end of the day, students ride a school bus or are picked up in a car. If a student will deviate from his/her established mode of dismissal, please send this information in writing to your student's teacher via Parent Square, teacher email, or to this email address wbeofficestaff@beaufort.k12.sc.us.

The school day ends promptly at 2:45 p.m. with the exception of early dismissal days, 11:45 a.m. Please make certain that you pick up your child up by that time. If you will be late picking up your student, please immediately notify your child's teacher and make alternate arrangements for the timely pickup of your child(ren). If you are late picking up your student you must sign them out with an authorized staff member. Any student who has had late pickups more than two times may be referred to the School Social Worker, Department of Social Services or Beaufort County Sherrif Office.

DISMISSAL CHANGES

All dismissal changes must be communicated in writing. Parents should notify their child's teacher in writing when you know your child will go home a different way than they got to school.

All dismissal changes must be communicated to teachers via Parent Square, teacher email, or to this email address wbeofficestaff@beaufort.k12.sc.us.

Dismissal changes will not be honored after 2:00 PM. During this time teachers are wrapping up instruction, packing students up to go home and do not have direct access to email or Parent Square.

CLASSROOM VISITATION AND CLASSROOM OBSERVATIONS

We welcome parents to visit their child's class. All visitors must have a valid driver's license or state ID to scan for access into the building and get a visitor's badge. When visiting, please remember that classes are in session and that the educational program comes first and should not be disrupted. Classroom visits are limited to 15 minutes.

If you'd to observation your child's class, you must complete the form below at least 24 hours in advance and have admin approval. All observations are limited to 15 minutes, unless prior administrative approval is granted for a longer period of time. A visitor's chair/area is designated in each classroom. Visitors should not enter or remain in classrooms where testing is in progress.

CLASSROOM VISITATION REQUEST – Fill out form

Visitors are limited to 1 person and shall not interrupt the classroom setting or the instruction. All cell phones should be silenced or turned off to protect the privacy of the students and teachers as well as to not interrupt instruction. Should you need to conference with the teacher, please let the Front Office Staff know of your request for a conference. During the time of classroom visitation or observation, parents only to interact with their child, unless you are an approved volunteer through Beaufort County School District.

ATTENDANCE AND TRUANCY

A missed school day is a lost opportunity for students to learn. In this era of increased accountability for states, districts, and schools, the connection between student attendance and learning is being studied more than ever before.

Teacher effectiveness is the strongest school-related determinant of student success,1 but chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

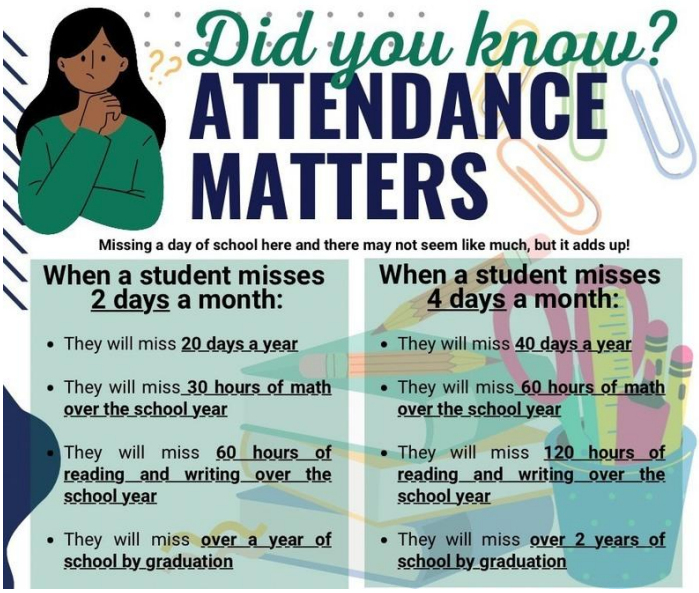
Chronic Absenteeism

A chronically absent student is any student in grade K-12 who misses 50% of the instructional day for any reason for 10% or more of the enrollment period.

All types of absences contribute to chronic absenteeism.

- Excused absences
- Unexcused absences
- Suspensions

A student is absent if he or she is not physically on grounds and is not participating in instruction or instructional related activities at an approved off-grounds location for the school day.



Truancy

A student that is truant has accumulated unexcused absences on 3 or more consecutive days or has accumulated a total of 5 or more unexcused absences during the academic year.

Excused (Lawful) Absences

Students who are absent from school must present a note to the Database Specialist within 48 hours of his/her return to school. No more than 10 days of excuses, with a note written by a parent/legal guardian, can be accepted for lawful absences during any school year.

Absences will be excused if they fall in the following categories:

- Case of extended or chronic illnesses with a doctor's note
- Doctor/dental appointments
- Contagious Illness that could spread to other students
- Serious illness or death in the student's family limited to 3 days, unless approved by the principal. Family includes spouse, children, parents, brother/sister, grandparents, grandchildren, uncle/aunt, cousin, nephew/niece, and any relative who lives in the student's home or for whom the parent has legitimate responsibility.
- Recognized religious holidays
- Short term suspensions are counted as excused (lawful) absences for truancy purposes

ANY OTHER ABSENCES WILL BE UNEXCUSED

Students are required to bring a written statement for all absences (from parent or guardian) upon their return to school within 48 hours

Written statement must include the following:

Reason for absence

- Date(s) of absence
- The telephone number at which a parent or guardian may be reached during the day. If there is not a telephone number, an address must be given.
- Signature of the parent or guardian
- Name of student and homeroom teacher
- **THIS WRITTEN STATEMENT WILL BE FILED IN THE ATTENDANCE OFFICE**

Unlawful Absences

A student will not be excused for the following reasons:

- The student does not attend school without a good reason and with the parent/guardian's knowledge.
- Any reason not listed under "Excused (Lawful) Absences.

1. After a student misses three days in a row or five days at any time the parent will be contacted to come to the school and meet with the staff to develop an Attendance Intervention Plan to improve their child's attendance. Failure to comply

with the school's request to meet will result in the school developing the plan and sending it by mail for the parent /guardian's signature.

2. The school's social worker may be asked to assist with contacting the parents and developing a plan.
3. If a student absences continue after an intervention plan has been developed, the school will complete a petition, and the parent/guardian and student will be summoned to appear an Attendance Hearing. Further absences may result in a petition to attend a Family Court Hearing.
4. After a Family Court hearing, the school is required to file a contempt of court complaint against the parent/guardian or child with the Solicitor's Office if the student does not attend school or follow the court order. If the parent/guardian is found guilty, s/he can be fined $50 and/or put in jail for 30 days for each day the student has an unexcused (unlawful) absence.

Tardiness

It is very important that students attend school regularly and on time. Student attendance strongly impacts student achievement. Students who arrive after 7:45 should report to the Front Office for a tardy slip before reporting to class. Students who come to school late must be accompanied by a parent/guardian stating the reason for being late. Notification of excessive tardiness will be sent to parents. Students on transfer or out of zone who have excessive tardies will be required to transfer to their zone school for the remainder of the year.

When a student has over 10 unexcused tardies and or early dismissals during the school year, parents and or guardians of elementary school students will be required to complete an Intervention Plan to address tardiness.

VOLUNTEER PROCESS

Anyone wishing to volunteer in the Beaufort County School District, including student mentors and parents, must submit an online application and consent to a criminal history check. Start this process by clicking on the link below.

BCSD VOLUNTEER LINK

Process

Complete the application and consent for background check.

- Application status may be checked through the JJDELC & WBE front office.
- The review/approval process may take 14 days.
- Failure to provide required information will result in a delay.

CLEARED VOLUNTEERS

- Social Security numbers and background checks are NOT VIEWED by school personnel.
- Returning volunteers must resubmit the online application bi-annually.
- Once your application is approved, you will receive an on-line confirmation. Your permanent volunteer ID badge should arrive in the mail in approximately 10 days. It is valid for two years.
- You must always wear the volunteer ID badge at the school site. You will also need to bring a government-issued photo ID when you enter the school to verify your identity.

AN IMPORTANT NOTE

It usually takes **2-3 weeks for approval** to be a volunteer. It is important to plan in advance if you would like to chaperone a field trip or assist in the class.

FAMILY EMERGENCY INFORMATION

- Student Health Cards are kept on file in the nurse's office.
- Please notify the data specialist, Ms. Royals, of any **change of address or telephone number** that occurs during the year. It is imperative that we have working numbers and current emails to contact parents in the event of an emergency. shonda.royals@beaufort.k12.sc.us or (843) 466-1080.

MOVING WITHIN THE DISTRICT

Your child may be eligible to stay at JJDELC & WBE for the remainder of the year if you move to another area within the Beaufort County School District. Check with the data specialist to obtain detailed district regulations regarding requirements. If it is discovered that you have failed to report a change of address to another school attendance area, ***your child will not be eligible to remain at this school.***

SAFETY DRILLS

Fire drills and other safety drills will be conducted monthly. If a major fire, earthquake or other disaster should occur during school hours, children

will be kept at school in a safe area until an authorized adult comes to pick them up. We will have unscheduled lockdown drills throughout the year. During all drills the phones will not be answered but will go directly to voicemail. In the event of a true emergency, please listen to local radio and television stations for updates.

LOST AND FOUND

Label all clothing, book bags, lunch boxes, agenda books, etc. with a permanent marker. Check the Lost & Found if you have lost an item. Lost and Found vary by campus. Periodically, throughout the year, unclaimed items are donated to charitable organizations. Students are responsible for finding or paying for any lost books or devices.

DISCIPLINE

We believe that all students have the right to learn in a safe, warm, nurturing environment. Our school's initiatives are established to address the behavioral, social, and emotional concerns needed to ensure that our school climate is conducive to learning. We believe that parents and school, working as a team, can help students become responsible for their own behavior and academic success. A variety of methods such as student and parent conferences, positive incentives, individual/group guidance counseling, behavior interventions, in-school suspension, out-of-school suspension, referrals to PSP, and referrals to Beaufort County's Hearing Board are used to reinforce desired expectations.

PBIS (Positive Behavior Interventions and Supports) and Conscious Discipline

Our school is a PBIS and Conscious Discipline school. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject. Thus, helping our students to become positive and productive citizens that are ready for college and careers. With PBIS, each teacher uses Class Dojo as a visual reminder to students about their behavior. Students are given chances to maintain or improve behavior by earning points. Other components of PBIS that encourage students to follow acceptable social norms and school expectations include morning meetings, and monthly PBIS celebrations.

Conscious disciple follows a similar approach. Conscious Discipline changes behavior by helping adults understand what the brain needs in the moment—and respond by teaching skills, rather than reacting to behavior. A research-grounded, adult-first approach to supporting behavior and learning—helping educators respond with calm, connection, and skill-building.
Because when children feel safe, they can learn—and when adults feel supported, change is possible.

School Wide Discipline Plan

Our campus discipline plan is a progressive approach in conjunction with BCSD's Code of Conduct. Our school rules and consequences are:

Rules

1. Follow directions quickly.
2. Raise your hand for permission to speak.
3. Raise your hand for permission to leave your seat.
4. Keep your dear teacher happy.
5. Make your team stronger.

Consequences

1. Verbal or written warning
2. Student teacher conference
3. Teacher selected consequence (silent lunch, loss of privilege, etc.)
4. Parent contacted via phone, email, or other and class referral written.
5. Office Referral to administrator after 3 like infractions.

Actions for which a student will receive a warning, loss of privileges or up in/out-of-school suspension may include, but is not limited to:

- Hitting, Kicking, or Pushing
- Refusal to follow directions
- Bringing an item to school that should be left at home
- Unkind words to another student

Actions for which a student will receive in-school or out-of-school suspension may include, but is not limited to:

- Inappropriate gesture/language
- Disrespect to an adult
- Theft
- Fighting
- Damaging school or other's property

Parental support for good discipline enables us to maintain a wholesome environment for learning. Please consult Beaufort County School District's

Code of Conduct for more in-depth information regarding student conduct and discipline. https://www.beaufortschools.net/student-services/district-discipline-policies-and-code-of-conduct

ELECTRONIC/GAMING DEVICES

It BCSD policy for Elementary & Middle Schools (Grades PreK-8) that all personal electronic devices and communication devices must be turned off and stored in a locker, pocket, purse, backpack, or other non-visible secure location from the school start time to the end time.

Handheld gaming devices or other electronic devices **SHOULD NOT** be brought to school or on the school bus. If a student is found with a cell phone during the school day, it will be taken to the office and returned to the parent.
Students who violate this Administrative Regulation shall be subject to discipline in accordance with Administrative Regulation SS-18, Student Code of Conduct, Progressive Discipline Plan.

STUDENT BUS TRANSPORTATION

Bus riding is a privilege given to students. Students are expected to conduct themselves in a safe and orderly manner and to respect the bus driver. Students should ride their assigned regular bus to and from school unless the teacher receives a written note from the parent or guardian that day stating alternate plans. The must be approved by school administration. For questions regarding bus transportation, contact BCSD Transportation Office at 843-322-2300 and visit the Transportation website.
https://www.beaufortschools.net/about-us/departments/transportation-main

Students who ride the bus are expected to:

- Stay in their seats while the bus is in motion
- Speak in low voices
- Refrain from throwing objects
- Keep hands and arms inside the bus; keep hands and feet to themselves
- Cooperate with the bus drivers
- Act in a respectful manner at all times.
- Use the emergency exits only in an emergency situation.

Consequences

Students are subject to disciplinary actions when bus safety rules or behavior expectations are violated. These consequences range from written warnings to suspension from the bus. Any bus violations will be handled according to Beaufort County School District's Student Code of Conduct.

INSTRUCTIONAL PROGRAM AND STUDENT SERVICES

Whale Branch Elementary follows the practices of John Hattie's work with Visible Learning. "Visible" refers to making student learning visible to teachers, ensuring attributes that make a "visible" difference to student learning. The "learning" aspect refers to how we go about knowing and understanding then doing something about student "learning". This approach to learning also helps students become assessment capable learners, that is learners who understand what they are supposed to learn, monitor their own progress, set goals, and reflect on their learning. Ways we accomplish this are though the use of Learner Dispositions and Teacher Clarity with South Carolina College and Career Readiness Standards.



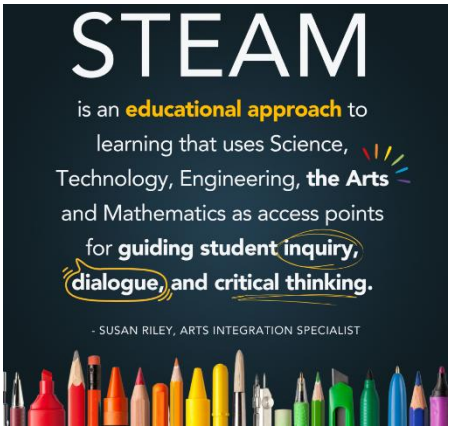
To help families understand what their students are expected to learn by grade, click this link https://eoc.sc.gov/families.

To support our students understanding and learning of the South Carolina College and Career Readiness Standards, a description of our curriculum resources are below.

STEAM Education

Whale Branch Elementary School is a STEAM Magnet School. STEAM stands for Science, Technology, Engineering, Arts, and Mathematics. It is an educational framework that takes the traditional STEM model and integrates the arts. The goal is to teach students how to solve real-

world problems by combining analytical, logic-based skills with creative, human-centered design.



Our STEAM program includes students in grades Pre-K-5. Some of the unique features of our STEAM program include LU Interactive Program, STEAM Lab, Z-Space Computer Lab, Makerspaces, Community Gardens, Drop Everything and STEAM, and parent and community events that showcase our students STEAM abilities.

Pre-K

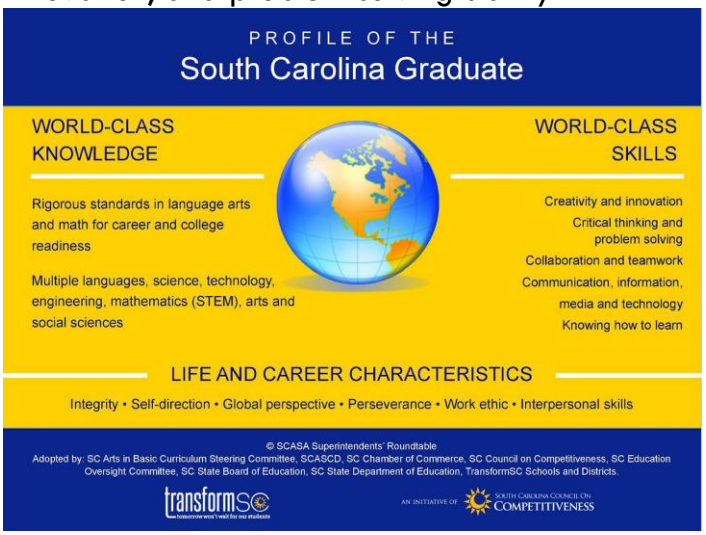
The South Carolina Early Learning Standards guide our work with our four-year-old students. To implement our standards, we use The Creative Curriculum, a research-based curriculum that uses a whole-child approach ensures kindergarten readiness in all areas of development and learning: language, literacy, mathematics, social-emotional, physical, cognitive, social studies, science & technology, the arts, and English language acquisition.



The four-year-old program is designed for children who need additional readiness activities before entering kindergarten. Teachers and parents are also required to follow CERDEP regulations for student supervision, accountability, and safety.

Kindergarten through 5th Grade

The goal of education at Whale Branch and every school in South Carolina is to provide readiness for college, career, and lifelong learning through the integration of various higher order thinking skills. These skills will be supported by standards, curriculum, instruction, local and state assessments, and by employing inquiry-based learning and encouraging student choice, to inspire creativity, innovation, and problem-solving ability.



All of our work with our K-5 students is guided by the South Carolina College and Career Readiness Standards in English Language Arts, math, science, social studies, and health.

English Language Arts

English Language Arts instruction comprises of phonics and word study, reading, writing, spelling, and grammar. Students receive 90-120 minutes of English Language Arts instruction daily. HMH Into Reading guides our work with standards-based English Language Arts instruction. HMH Into Reading® brings the latest evidence-informed best practices in structured literacy for K–6 ELA curriculum. Grounded in research and guided by memorable lessons each step of the way, HMH Into Reading's clear path to reading and writing success.

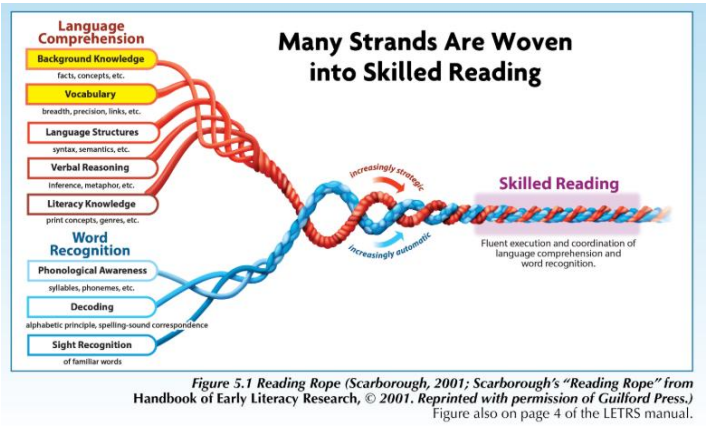


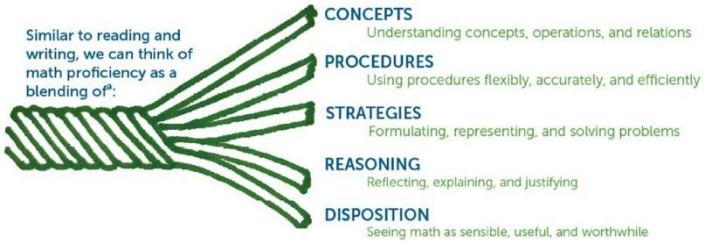
Figure 5.1 Reading Rope (Scarborough, 2001; Scarborough's "Reading Rope" from Handbook of Early Literacy Research, *© 2001. Reprinted with permission of Guilford Press.)*
Figure also on page 4 of the LETRS manual.

Like the diagram about, we are committed to providing students with skills to be skilled strategic readers.

Mathematics

K-5 mathematics instruction is geared to provide students with foundational math skills that provide a clear path to higher level math classes in middle

and high school. Guided by our South Carolina College and Career Readiness Standards, students learn skills in these domains in math: Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR).



Each standard contains indicators and those standards and indicators represent a balance of conceptual and procedural knowledge and specify the mathematics that students will master in each grade level. Question about Math?

Our students are taught grade level math standards through i-Ready Classroom Math. This comprehensive mathematics program is designed to help all students achieve success with rigorous, grade-level content—including flexible, equitable, and accessible instruction.

Science

Science is a daily part of our students' learning. In Science, students learn scientific concepts through the integration of the three dimensions into standards, curriculum, instruction, and local and state assessment, and through the feature of engineering and technology alongside natural sciences (physical science, life sciences, and Earth and space sciences).

Through PLTW Launch, our students are immersed in hands-on activities, projects, and problems that build upon each other and relate to the real world. They experience integrated learning that blends computer science, engineering, biomedical science, and apply their math and English Language Arts (ELA) skills, learn science to standards, and adopt skills that are foundational across disciplines.

Social Studies

The social studies standards were created to prepare students for success as engaged citizens. The discipline of history is "a way of thinking that encourages students to analyze historical evidence, evaluate it, and then demonstrate their understanding of that evidence. The study of history, economics, geography, and civics and government each require unique, discipline-specific practices.

myWorld Interactive, our social studies curriculum resource engages students in real-world activities and practices of citizenship. Students investigate and collaborate as they explore Social Studies content.

Health

South Carolina Standards for Health and Safety Education were developed to set rigorous expectations for student learning and academic performance in health and safety education in South Carolina. The standards define what students should know and be able to do in the content area of health and safety education.

The Great Body Shop comprehensive approach includes topics that cover all aspects of physical, mental, social, emotional health, and safety. The Great Body Shop promotes wellness through the integration of ten health content strands including substance abuse and violence prevention, injury and personal safety, fitness and nutrition, disease and illness prevention, body systems, growth & development, illness & disease prevention and consumer and environmental health. Social and emotional learning, as well as substance abuse and violence prevention skills and messages are integrated into every unit.

Gifted and Talented Education

The Gifted and Talented program strengthens and broadens the academic and creative talents of identified students in grades 3 through 5. A differentiated curriculum is often utilized to acceleration and enrichment activities. Students embrace these opportunities through novel studies and supplemental activities from i-Ready. Students are identified by criteria stipulated by the South Carolina Department of Education or local district.

Exceptional Learners

In an effort to meet the needs of students with disabilities, our school district has a full continuum of exceptional learner programs. Among those programs are ECSE (Early Childhood Special Education), Speech and Language, Resource, and self-contained classes. Identification is based upon State and Federal guidelines.

Academic Arts

Our students have additional ways to showcase

their skills and talents through the visual and performing arts. Weekly, our students experience Art, Music, PE, STEAM, Z-Space (2-5), and Library.

These programs foster holistic development. They nurture critical cognitive skills, promote social-emotional learning, and teach students how to problem-solve and communicate effectively in an increasingly complex world.

Multi-tiered System of Support (MTSS)
Our school MTTS program is designed to ensure all students are successful. The system is designed to provide support for academics, behavior, attendance and social emotional needs. The Response to Intervention team helps parents with children who are having difficulties academically, socially or behaviorally. The team may consist of teachers, students, parents, curriculum resource teacher, guidance counselor, school psychologist, social worker, nurse and administrators, who collaborate along with the parents to develop ways to meet the individual needs of students in grades Pre-K-5th. Questions, please contact our MTSS Coordinators.

Davis ELC-Ms. Frazier 843-466-3600
leah.frazier@beaufort.k12.sc.us
WBES-Dr. Thomas 843-466-1000
tonya.thomas@beaufort.k12.sc.us

ESOL
The goal of the English for Speakers of Other Languages (ESOL) Program is to provide equal educational opportunities to students who have a primary or home language other than English. ESOL instruction ensure that children develop proficiency in English and the primary focus is to instruct students in reading, writing, listening and speaking so that students will achieve success with grade level content.

We enable students to use English to communicate in social settings, achieve academically, interact socially and culturally in appropriate ways. ESOL support comes in the form of instruction by ESOL teachers and within the homeroom teacher's classroom with accommodations and modifications made to both curriculum and instruction based on a child's proficiency and their Individual Modification Plan (IMP). Questions, contact our ESOL Teacher.

Mrs. Pringle ESOL Teacher
(843-466-3601) or 843-466-100
carol.pringle@beaufort.k12.sc.us.

HOMEWORK
Research on elementary school homework indicates that it has minimal to no measurable academic benefit for students in grades 1–4, with limited academic impact (a small effect size of 0.21) in these early years.

What that in mind, WBES is not a huge advocate of assigning homework to our students. However, students can do everyday things to sharpen their skills such as daily reading (10-30 minutes), writing about reading, and practicing math facts.

Grading: Formative vs. Summative Assessments

Formative Assessments
are used to monitor daily and ongoing student learning and to provide a benchmark of student progress toward their learning targets and goals. It provides ongoing feedback to both the student and the teacher, which can in turn be used to improve instruction and learner outcomes. They allow for timely intervention, but not every formative assessment is graded while other formative assessments are calculated as 40% of a student's grade.

Summative Assessments
aim to evaluate student learning and mastery at the end of a unit of study. They are often high stakes and thus count more significantly (60%) in the calculation of a student's grade.

REPORT CARDS
Report cards are issued four times per year. Students will also receive program/interim reports between grading periods. Dates which report cards and interim reports are issued are listed on the school calendar and district website. The purpose of these reports are to keep parents up-to-date on their child's academic performance and work habits.

Grading Scale-Grades 1-2 and Related Arts
E Excellent
G Good
S Satisfactory
N Need Improvement
U Unsatisfactory

Grading Scale-Grades 3-5
A 90 – 100
B 80 – 89
C 70 – 79
D 60 – 69
U 59 – Below

TESTING PROGRAMS

WBES participates in several testing programs. Throughout the year students are administered i-Ready Reading, i-Ready Math, teacher-made assessments, Progress Learning district assessments in Math, Science, and or English Language Arts. In the spring, students in grade 3-5 will take the SC READY state assessment testing their reading, writing and math skills. All fourth-grade students take SC READY science. The results provide information about students' progress and are used to support students in meeting academic goals. Other assessments include CogAt (Cognitive Abilities Test), IOWA Assessment, and the Performance Task Assessment (PTA) Test which are used to determine if students are academically gifted. Our Multilanguage learners take the ACCESS assessment to measure their progress with English proficiency.

Online Access to Grades/Attendance
Parents have access to PowerSchool Parent online at http://pschool.beaufort.k12.sc.us. To gain access to your child's grades and attendance via parent portal, contact Shonda Royals at 843-466-1080.

Questions about Academics? Contact our Instructional Coaches

Early Learning Leah Frazier, 843-466-3600
leah.frazier@beaufort.k12.sc.us
Celycia Robinson and Gifted Education
Celycia Robinson, 843-466-100
celycia.robinson@beaufort.k12.sc.us

Numeracy and Mathematics
Beverly White, 843-466-1000
beverly.white@beaufort.k12.sc.us

Connect2Learn
Connect2Learn is BCSD mobile device program. During the 2026-2027 school year, BCSD will continue its 1:1 program by issuing a mobile device to all students in grades K-5th grade. All devices stay in the classroom unless the $20 technology fee is paid. The school district's goal is to increase student achievement and improve student engagement in a 21st century classroom.

Elementary Guidance Program
WBES is staffed with a full-time school counselor. During times of bereavement, divorce, homelessness, long-term illness, etc., parents and teachers may request the services from the counselor, which are appropriate for the student. Parents may want to share the information with the teacher so any inappropriate behavior of the student can be dealt with effectively. The purpose of the comprehensive developmental guidance program is to promote and enhance the learning process. The model facilitates student development in three broad areas: learning to live (personal and social development), learning to learn (academic development), and earning to work (career development).

School Nursing and Wellness
The role of the school nurse is to keep students healthy, safe, and ready to learn. The health office exists for emergency situations, a waiting area for ill students who are going home, and to administer medications that need to be dispensed during the school day.

Medication
If a child requires medication during the school day, parents must provide the nurse with a complete form signed by the parent and physician.

These forms are available in the nurse's office. ***All medications must be in the original prescription container.*** Most pharmacies are happy to provide an additional "school bottle" upon request. Parents should drop off their child's medication with the nurse. Parents must pick up remaining medication from the nurse at the end of the school year. Medication will not be sent home with students under any circumstances. Students are not permitted to **personally possess any medication at school**, prescription or non-prescription. For safety purposes **Please do not** send students with cough drops or other throat lozenges.

STAY HOME IF SICK
Students and staff should stay home if they have fever, chills, cough, sore throat, shortness of breath or difficulty breathing, loss of taste or smell, muscle pain or soreness. Please call your healthcare provider and seek medical advice. PLEASE do not send a sick student to school. Students must be fever free for 24 hours without fever reducing medication. If your student develops a fever of 100°F the student will be sent home.

Contact the School Health Office if you or anyone in your household has tested positive or has been in contact with anyone that has tested positive or has been placed on quarantine for Coronavirus (COVID- 19).

Handwashing
Students and staff should **wash their hands** with soap and water for 20 seconds before school, before snack, before lunch, after using the restroom, playing outside, at the end of the day before going home, or when their hands are visibly dirty.

Hand sanitizer will only be available if soap and water are not easily accessible.

If you have questions or need assistance, please do not hesitate to contact the nurse.

School Nurses' Contact Information
Whale Branch Elementary School
Nora Whitesel (843) 466-1000
Nora.Whitesel@beaufort.k12.sc.us

James J. Davis Early Learning Center
Celine Disalvo (843) 466-3642
celine.disalvo@beaufort.k12.sc.us

SCHOOL INSURANCE
If a student is injured at school, the parent is responsible for the costs incurred. It is recommended that parents purchase school insurance if they do not have coverage. The school insurance is very reasonable and will cover many of the costs resulting from an injury that occurs at school or during a school function. For more information on the insurance coverages, please visit the website below.www.bollingerschools.com

OTHER SCHOOL INFORMATION

Internet Safety & Cyber-bullying
All students receive Internet Safety and cyber-bullying lessons annually to help inform and discuss current issues surrounding the digital world. If a cyber-bullying issue carries over into the school environment, there may be a consequence if it disrupts the learning of others. **(Contact the media specialist, counselor or an administrator with questions or concerns.) Students can also report a concern using the STOP IT app.**

FIELD TRIPS
Throughout the school year, each grade level will go on educational field trips. A school bus is the normal means of transportation.

- Students are required to ride to and from school field trips on school provided transportation.
- Students may be expected to pay admission fees and transportation costs for the trip.
- Students will be provided with a free lunch from the cafeteria.
- Parents/guardians will be required to sign a permission slip and pay in advance for all trips.
- Per district policy, parents cannot drive separately and meet students at the field trip location. Parents chaperoning field trips are required to ride the school bus to and from the field trip.
- Inappropriate behavior on field trips will be subject to the same consequences as school.
- A volunteer application is required for all chaperones prior to the field trip and must be completed online at the Beaufort County website. The application process can take 10 or more days.
- Siblings or non-school age children may not accompany parents on the field trip.

BREAKFAST & LUNCH
Children need healthy meals to learn. **Beaufort County School District** offers healthy meals every school day.

When sending a packed lunch from home, please ensure that the lunch is healthy. Limit or do not send candy, soda, or foods considered as junk food.

Due to district policy, fast food or takeout meals from restaurants are not allowed at school.

CAR RIDER LINE
Morning Drop-off is 7:15-7:45 in the main car rider lines at WBES and James J. Davis.

Parents of car riders are asked to display their car rider number mirror tag in their car or the car of another approved individual approved to pick your student up.
If you need a mirror tag, please contact Shonda Royals or Mrs. Linnen.

Please refrain from using your **cellphone** once you enter the main campus circle. This will limit distractions and maximize student safety.

Seatbelts are required, SC State Law. Children under the age of 6 are required to sit in the back seat and must be in a car seat, SC State Law.

Help keep our students' safe and please be respectful of adults on duty.

MEDIA CENTER POLICIES

All students are eligible to check out books from the media center. Students in grades K-2 check out one book per visit. Grades 3-5 check out two books per visit. Books should be returned by the next time students visit their library media center. Classroom students with a library pass may come to the media center during the school day and exchange books as needed. Students are encouraged to return materials in a timely manner. Lost and damaged books will be assessed and fee for repair and/or replacement may be charged.

The cost for replacement of hard cover books is $20.00 and replacement cost for paperback books is $5.00.

PARENT CONFERENCES

The key to student success is the connection between parents and teachers. We encourage parents to contact the school and schedule an appointment whenever they see a need to discuss their child's educational, social and/or intellectual development.

SCHOOL COMMUNICATION AND INVOLVEMENT

WBE and JJDELC are committed to open and clear communication. All parents are encouraged to participate in their child's education in a variety of ways such as joining School Improvement Council, participating in field trips or other school events.

School Improvement Council (SIC)

SIC is committed to assisting with the ongoing improvement of the school and student achievement. The council works alongside the principal and is responsible for establishing and achieving goals set by the members. Together, our members are an impartial voice for the school, for all our children, not individual students, groups or agendas. **Meetings are held monthly.**

Some examples of ways the SIC operate include:

- Participate in the development of the five-year School Improvement Plan and its implementation.
- Annually update the plan and goals
- Analyze State/Local Testing Data
- Write the annual Report to the Parents
- Participation in District Joint SIC to monitor District/School Growth and possible rezoning
- Monitor School Renewal Plan
- Health and Safety Issues
- Increase participation in SIC
- Help us to **Inform, Improve & Impact** our school, our community and the Beaufort County School District! Please feel free to contact us with any concerns, questions or ideas.

Pre-Kindergarten through Fifth grade: What Your Child Should Know



Detailed below are basic skills that students should know by the end of each grade. This is not a complete list of all skills by grade, but a start.

By the end of Pre-Kindergarten, students should be able to . . .

- Counts to 10
- Understand concepts like more/less, full/empty
- Knows names and sounds of letters
- Knows common body parts
- Can point to those body parts when asked
- Can follow simple, one part directions
- Pronounces their first and last name
- Can retell what a short story is about
- Knows colors
- Can match shapes and knows basic shape names
- Can recognize and name common farm and zoo animals
- Understands size (big/small)
- Understands direction words like above/below, up/down
- Recognizes number 1-10

By the end of Kindergarten, you can expect your child to . . .

- Knows both upper case and lower case letters
- Can count syllables
- Can identify and continue simple patterns
- Identify first-fifth positions
- Knows the names of coins
- Knows right and left hands
- Continued practice of letter sounds
- Can read their own name
- Knows how to hold a pencil properly
- Able to count from 1-100
- Able to add and subtract single digit numbers
- Knows the days of the week in order
- Can sound out CVC (consonant/vowel/consonant) words like C-A-T and D-O-G
- Able to group objects into sets (example: blue objects, round objects, objects found in a kitchen, etc.)
- Know age appropriate sight words
- Can put pictures in sequence order for telling a story
- Can write upper and lower case letters
- Know the meaning of plus and minus signs

By the end of First Grade, you can expect your child to . . .

- Identify affixes and common endings
- Answer who, what, when, where and why questions about stories
- Count to 100 by ones, twos, fives, and tens
- Use tallies for counting
- Use analog and digital clocks to tell and record time to the hour and half hour
- Identify and draw shapes
- Identify and use contractions
- Recognize, read, and write numbers 0-100
- Know how to read simple picture graphs
- Recognize and know values of coins and bills up to one dollar
- Read and understand age appropriate material
- Decode a story: what is the plot, setting, and main characters
- Print all upper and lower case letters
- Know nouns, verbs, and adjectives
- Spell simple three letter words
- Correctly use comparison signs for less than < and greater than >.
- Know basic addition and subtraction through 10+10
- Use a calendar to identify days, weeks, and months
- Read a two-syllable word by breaking the word into syllables
- Identify and explain the purpose of forms of figurative language
- Retell a story using main story elements and identify a lesson in a literary text
- Identify a central idea and supporting details in an informational text
- Use text features such as captions, graphs, glossaries, tables of content, and maps to locate key facts or information in a text
- Identify and explain the differences between facts and opinions
- Partition in multiple ways squares, rectangles, and circles into two or four equal-sized parts. Name the pieces as halves and fourths
-

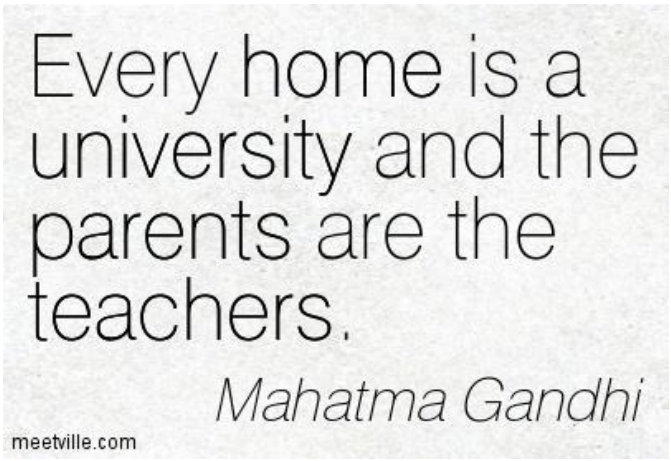
By the end of Second Grade, you can expect your child to . . .

- Know common abbreviations
- Practice print and begin cursive handwriting skills improving accuracy and legibility
- Spell accurately correct words
- Identify halves, thirds, and fourths
- Understand the concept of even and odd numbers
- Create a survey question and collect data with up to four categories. Create tally charts, picture graphs, dot plots, and bar graphs
- Estimate sums and differences equal to 100
- Order and compare numbers up to 1000
- Capitalize proper nouns
- Read age appropriate material with expression
- Identify rhyme, rhythm, alliterations, simile, and metaphor in poetry
- Know the names of the months of the year in order
- Use analog and digital clocks to tell and record time in five-minute intervals, identifying AM and PM
- Decode and encode multisyllabic words
- Describe the main story elements and sequence the important events
- Identify and explain an explicit theme in a literary text
- Identify and explain a central idea and supporting details in an informational text
- Know the correct use of periods, question marks, and exclamation points.
- Experiment with a range of writing projects

(book reports, short stores, research papers, etc)
- Identify and explain an author's purpose in a text, Know and use the correct format for a friendly letter
- Recognize complete and incomplete sentences
- Identify synonyms, antonyms, and homonyms
- Change regular verbs to past tense by adding -ed
- Give short oral presentations
- Recognize, read, represent, and write numbers 0-999
- Read numbers 0-999
- Understand place values for ones, tens, hundreds,
- Round to the nearest 10
- Determine the value of mixed sets of coins or bills in mathematical and real world situations and record the value
- Know basic addition and subtraction facts through 20
- Solve two and three digit addition and subtraction problems
- Count forward and backward by ones, tens, and hundreds from any number within 999 and identify patterns in the sequence

By the end of Third Grade, you can expect your child to . . .

- Recognize, read, and write numbers through 999,999
- Determine and explain an author's purpose
- Use capital letters and punctuation correctly
- Compose and decompose 4-digit whole numbers in multiple ways using thousands, hundreds, tens, and ones.
- Identify and explain an explicit theme in a literary text
- Recognize horizontal, vertical, parallel, intersecting, and perpendicular lines
- Calculate perimeter and area
- Able to count by twos, fives, and tens starting at any number
- Know the difference between fiction and nonfiction
- Identify common prefixes and suffixes
- Determine and explain a stated central idea and supporting details in an informational text
- Use index, glossary, and table of contents to locate information in books
- Begin learning cursive writing
- Organize writing in coherent paragraphs
- Know the past, present, and future tense of verbs
- Round numbers to the nearest 10 and 100
- Identify and compare basic fractions
- Recognize and write mixed numbers
- Compose fractions between the whole numbers 0 and 5 using unit fractions.
- Know basic multiplication facts through 10×10
- Multiply two and two digit numbers by single numbers
- Divide two-digit numbers by single numbers
- Solve one- and two-step real-world situations using addition and subtraction up to 1,000.
- Tell time to the half hour
- Define vertex and angle



By the end of Fourth Grade, you can expect your child to . . .

- Understand place value to 1 billion
- Compare decimals using greater than, less than, and equal signs
- Make both narrative and informational oral presentations
- Identify mixed numbers and improper fractions
- Orally summarize books, articles, and stories
- Read and write decimal numbers through the hundredths place
- Multiply multi-digit numbers by 1-2 digit whole numbers
- Divide multi-digit numbers by 1-2 digit whole numbers
- Collect and organize numerical and categorical data based on observations, investigations, surveys, and experiments using tables, scaled bar graphs, or dot plots.
- Calculate the value of a collection of coins and bills in real-world situations

- Apply perimeter and area formulas for
- rectangles
- Identify the main events of the plot and discuss character traits and motivation
- Use a variety of sources to obtain information
- Write frequently, exploring a large range for various genres
- Create multi-paragraph compositions
- Identify and correct run on sentences
- Recognize and identify the 8 parts of speech
- Know numbers through the millions and able to write in both numbers and words
- Able to round numbers to the nearest 10, 100, and 1000
- Plot points on a coordination grid
- Add and subtract fractions with like denominators
- Elapsed time within 60 minutes
- Identify and explain a stated or implied central idea of informational text
- Identify and explain an explicit or implied theme of literary text
- Determine and explain how figurative language impacts meaning
- Define prime and composite numbers to 100
- Compare fractions using greater than, less than, and equal signs
- Recognize right, acute, and obtuse angles

By the end of Fifth Grade, you can expect your child to . . .

- Round fractions to the nearest whole number
- Be familiar with both English and metric measurements of length, volume, capacity, and weight
- Read a varied range of literary forms
- Use prefixes, suffixes, Greek and Latin Roots
- Add, subtract, and multiply fractions with like and unlike denominators
- Use equivalent fractions
- Continue to write frequently in cursive and print, producing a variety of works
- Properly use dictionaries, thesauri, atlases, almanacs, periodicals, and encyclopedias
- Develop simple outlines from short written selections
- Know numbers through the billions and able to write in words and numerals
- Solve problems involving interpretations of graphs and tables
- Round decimals
- Add and subtract decimals
- Multiply decimals
- Write fractions as decimals and vice versa
- Know multiplication facts through 12×12 and equivalent division facts
- Find the average (mean), median, mode, and range of a set of numbers
- Determine the least common denominator
- Determine the greatest common factor
- Identify a rule that can describe the pattern from the data of a function table and write it as an expression
- Round decimal numbers up to 999 with decimals to the thousandths place to the nearest hundredth, tenth, or whole number
- Read, write, and represent multi-digit numbers from 0 to 999 with decimals to the thousandths place
- Identify the origin, x-axis, and y-axis in the coordinate system
- Write, plot, and label ordered pairs
- Analyze how setting, characters, and conflict impact plot development
- Analyze how figurative language impacts meaning
- Explain the development of an explicit or implied theme over the course of a literary text
- Explain the development of a stated or implied central idea over the course of an informational text
- Compare and contrast how text features and/or structures contribute to the overall meaning in two or more informational texts
- Determine an author's argument and trace its development while identifying claims, supporting reasons, and evidence
- Interpret and represent the division of a whole number dividend by a unit fraction divisor

EDUCATIONAL RESOURCES

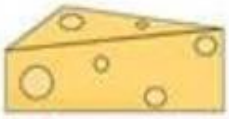
Fry Words – The First Hundred

List 1	List 2	List 3	List 4
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	words	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	called
was	when	her	who
for	your	would	am
on	can	make	its
are	said	like	now
as	there	him	find
with	use	into	long
his	an	time	down
they	each	has	day
I	which	look	did
at	she	two	get
be	do	more	come
this	how	write	made
have	their	go	may
from	if	see	part

Fry Words – The Second Hundred

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

My Sounds Chart

a  cat	**e**  hen	**i**  pig	**o**  fox	**u**  sun
th  thumb	**ch**  cheese	**sh**  shark	**wh**  whistle	**qu**  queen
ar  star	**or**  horse	**er**  flower	**ir**  bird	**ur**  purse
ay  hay	**ai**  snail	**ee**  bee	**ea**  leaf	**ea**  bread
oa  boat	**ow**  bowl	**ow**  cow	**ou**  cloud	**oo**  school

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My Blends Chart

bl  blue	**cl**  clown	**fl**  fly	**gl**  glue	**pl**  plane
sl  slide	**br**  brush	**cr**  crab	**dr**  drum	**fr**  frog
gr  grapes	**pr**  pretzel	**tr**  tree	**wr**  write	**thr**  throw
st  star	**sp**  spider	**sn**  snail	**sc**  scared	**sk**  skate
sm  smile	**sw**  swing	**tw**  twins		

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General comprehension questions you can ask while your child reads or while you read to your child.

1. Who was the author and illustrator of the book?
2. Who were the main characters in the story?
3. Who was your favorite character and why?
4. How did the story start?
5. What happened in the middle of the story?
6. What happened at the end of the story?
7. What was the main feeling in the story (eg was it happy, sad) and why was this so?
8. Where was the story set?
9. How did the story make you feel and why?
10. Did you learn any new words from this story, if so what?

These are question starters to help you when you ask your child questions while they read to you. The farther down the list you go, the more challenging the questions are.

Knowledge

- Who?
- What?
- When?
- Where?
- How?
- List the facts in order.

Comprehension

- What is meant by... ?
- Can you describe... ?
- What is the difference... ?
- What is the main idea... ?
- Why did... ?
- Explain why... ?

Application

- Who would you choose...?
- What would happen if...?
- How would you...?
- Do you know someone like...?
- Would you do the same thing in the same situation...?
- If you had to...what would you do?

Analysis

- What part of the reading was funniest?
- What part was the most exciting?
- What part was the saddest?
- Tell some things that could not have happened in real life.

- Which things were fact, and which were opinions?
- What could you do that was just like what the person in the story did?
- Find five words in the story which begin with the same sound.
- List five compound words from the story.
- What was the purpose of...?

Synthesis

- Retell one event from an animal's point of view.
- How could we/you...?
- Make up another ending to the story that still fits the details.
- Rewrite a sentence from the reading but change one thing in it.
- Write a new title for this story.
- Write a two-line poem about the reading.

Evaluation

- Was the main character in this reading good or bad? Why?
- Which is better...?
- Would you agree that...?
- What is your opinion of...?
- Were they right to do...? Why? Or why not?
- Compare two characters in the reading. Tell which one you think is better and why.

General Non-Fiction Questions

- What did you learn that you didn't know before?
- What fact(s) did you enjoy learning about the most? Why?
- What pictures did you find the most interesting? Why?
- What text features (pictures, diagrams, labels, captions, etc.) helped you understand the reading more clearly? Tell how it helped you.
- What was the most interesting thing you learned?
- What questions do you have now after reading this material?
- Was there anything the author didn't tell you that you really wanted to know?
- What do you think is most important about what you just read?
- Was there anything you just read that surprised you?

Writing with Your Child

Writing with your child is just as important as reading. It allows your child to create messages, to explore the sounds of language, how to write them, and to learn sentence structures. You can make opportunities for writing at home or when there are waiting times like a doctor's appointment, bus ride, or while you are busy preparing a meal.

If you carry a notebook and pencil/pen with you, your child can write:

- A Little Story
- write down a few facts about a nonfiction book they've read,
- write to tell about a favorite part of a book or how you feel about the main character

ADDITION



1 + 1 = 2
1 + 2 = 3
1 + 3 = 4
1 + 4 = 5
1 + 5 = 6
1 + 6 = 7
1 + 7 = 8
1 + 8 = 9
1 + 9 = 10
1 + 10 = 11
1 + 11 = 12
1 + 12 = 13



2 + 1 = 3
2 + 2 = 4
2 + 3 = 5
2 + 4 = 6
2 + 5 = 7
2 + 6 = 8
2 + 7 = 9
2 + 8 = 10
2 + 9 = 11
2 + 10 = 12
2 + 11 = 13
2 + 12 = 14



3 + 1 = 4
3 + 2 = 5
3 + 3 = 6
3 + 4 = 7
3 + 5 = 8
3 + 6 = 9
3 + 7 = 10
3 + 8 = 11
3 + 9 = 12
3 + 10 = 13
3 + 11 = 14
3 + 12 = 15



4 + 1 = 5
4 + 2 = 6
4 + 3 = 7
4 + 4 = 8
4 + 5 = 9
4 + 6 = 10
4 + 7 = 11
4 + 8 = 12
4 + 9 = 13
4 + 10 = 14
4 + 11 = 15
4 + 12 = 16



5 + 1 = 6
5 + 2 = 7
5 + 3 = 8
5 + 4 = 9
5 + 5 = 10
5 + 6 = 11
5 + 7 = 12
5 + 8 = 13
5 + 9 = 14
5 + 10 = 15
5 + 11 = 16
5 + 12 = 17



6 + 1 = 7
6 + 2 = 8
6 + 3 = 9
6 + 4 = 10
6 + 5 = 11
6 + 6 = 12
6 + 7 = 13
6 + 8 = 14
6 + 9 = 15
6 + 10 = 16
6 + 11 = 17
6 + 12 = 18



7 + 1 = 8
7 + 2 = 9
7 + 3 = 10
7 + 4 = 11
7 + 5 = 12
7 + 6 = 13
7 + 7 = 14
7 + 8 = 15
7 + 9 = 16
7 + 10 = 17
7 + 11 = 18
7 + 12 = 19



8 + 1 = 9
8 + 2 = 10
8 + 3 = 11
8 + 4 = 12
8 + 5 = 13
8 + 6 = 14
8 + 7 = 15
8 + 8 = 16
8 + 9 = 17
8 + 10 = 18
8 + 11 = 19
8 + 12 = 20



9 + 1 = 10
9 + 2 = 11
9 + 3 = 12
9 + 4 = 13
9 + 5 = 14
9 + 6 = 15
9 + 7 = 16
9 + 8 = 17
9 + 9 = 18
9 + 10 = 19
9 + 11 = 20
9 + 12 = 21



10 + 1 = 11
10 + 2 = 12
10 + 3 = 13
10 + 4 = 14
10 + 5 = 15
10 + 6 = 16
10 + 7 = 17
10 + 8 = 18
10 + 9 = 19
10 + 10 = 20
10 + 11 = 21
10 + 12 = 22



11 + 1 = 12
11 + 2 = 13
11 + 3 = 14
11 + 4 = 15
11 + 5 = 16
11 + 6 = 17
11 + 7 = 18
11 + 8 = 19
11 + 9 = 20
11 + 10 = 21
11 + 11 = 22
11 + 12 = 23



12 + 1 = 13
12 + 2 = 14
12 + 3 = 15
12 + 4 = 16
12 + 5 = 17
12 + 6 = 18
12 + 7 = 19
12 + 8 = 20
12 + 9 = 21
12 + 10 = 22
12 + 11 = 23
12 + 12 = 24

SUBTRACTION

1

1 - 1 = 0
2 - 1 = 1
3 - 1 = 2
4 - 1 = 3
5 - 1 = 4
6 - 1 = 5
7 - 1 = 6
8 - 1 = 7
9 - 1 = 8
10 - 1 = 9
11 - 1 = 10
12 - 1 = 11

2

2 - 2 = 0
3 - 2 = 1
4 - 2 = 2
5 - 2 = 3
6 - 2 = 4
7 - 2 = 5
8 - 2 = 6
9 - 2 = 7
10 - 2 = 8
11 - 2 = 9
12 - 2 = 10
13 - 2 = 11

3

3 - 3 = 0
4 - 3 = 1
5 - 3 = 2
6 - 3 = 3
7 - 3 = 4
8 - 3 = 5
9 - 3 = 6
10 - 3 = 7
11 - 3 = 8
12 - 3 = 9
13 - 3 = 10
14 - 3 = 11

4

4 - 4 = 0
5 - 4 = 1
6 - 4 = 2
7 - 4 = 3
8 - 4 = 4
9 - 4 = 5
10 - 4 = 6
11 - 4 = 7
12 - 4 = 8
13 - 4 = 9
14 - 4 = 10
15 - 4 = 11

5

5 - 5 = 0
6 - 5 = 1
7 - 5 = 2
8 - 5 = 3
9 - 5 = 4
10 - 5 = 5
11 - 5 = 6
12 - 5 = 7
13 - 5 = 8
14 - 5 = 9
15 - 5 = 10
16 - 5 = 11

6

6 - 6 = 0
7 - 6 = 1
8 - 6 = 2
9 - 6 = 3
10 - 6 = 4
11 - 6 = 5
12 - 6 = 6
13 - 6 = 7
14 - 6 = 8
15 - 6 = 9
16 - 6 = 10
17 - 6 = 11

7

7 - 7 = 0
8 - 7 = 1
9 - 7 = 2
10 - 7 = 3
11 - 7 = 4
12 - 7 = 5
13 - 7 = 6
14 - 7 = 7
15 - 7 = 8
16 - 7 = 9
17 - 7 = 10
18 - 7 = 11

8

8 - 8 = 0
9 - 8 = 1
10 - 8 = 2
11 - 8 = 3
12 - 8 = 4
13 - 8 = 5
14 - 8 = 6
15 - 8 = 7
16 - 8 = 8
17 - 8 = 9
18 - 8 = 10
19 - 8 = 11

9

9 - 9 = 0
10 - 9 = 1
11 - 9 = 2
12 - 9 = 3
13 - 9 = 4
14 - 9 = 5
15 - 9 = 6
16 - 9 = 7
17 - 9 = 8
18 - 9 = 9
19 - 9 = 10
20 - 9 = 11

10

10 - 10 = 0
11 - 10 = 1
12 - 10 = 2
13 - 10 = 3
14 - 10 = 4
15 - 10 = 5
16 - 10 = 6
17 - 10 = 7
18 - 10 = 8
19 - 10 = 9
20 - 10 = 10
21 - 10 = 11

11

11 - 11 = 0
12 - 11 = 1
13 - 11 = 2
14 - 11 = 3
15 - 11 = 4
16 - 11 = 5
17 - 11 = 6
18 - 11 = 7
19 - 11 = 8
20 - 11 = 9
21 - 11 = 10
22 - 11 = 11

12

12 - 12 = 0
13 - 12 = 1
14 - 12 = 2
15 - 12 = 3
16 - 12 = 4
17 - 12 = 5
18 - 12 = 6
19 - 12 = 7
20 - 12 = 8
21 - 12 = 9
22 - 12 = 10
23 - 12 = 11

Multiplication

ONE	TWO	THREE	FOUR	FIVE	SIX
1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4	5 x 1 = 5	6 x 1 = 6
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8	5 x 2 = 10	6 x 2 = 12
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12	5 x 3 = 15	6 x 3 = 18
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16	5 x 4 = 20	6 x 4 = 24
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20	5 x 5 = 25	6 x 5 = 30
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24	5 x 6 = 30	6 x 6 = 36
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28	5 x 7 = 35	6 x 7 = 42
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32	5 x 8 = 40	6 x 8 = 48
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36	5 x 9 = 45	6 x 9 = 54
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40	5 x 10 = 50	6 x 10 = 60
1 x 11 = 11	2 x 11 = 22	3 x 11 = 33	4 x 11 = 44	5 x 11 = 55	6 x 11 = 66
1 x 12 = 12	2 x 12 = 24	3 x 12 = 36	4 x 12 = 48	5 x 12 = 60	6 x 12 = 72

SEVEN	EIGHT	NINE	TEN	ELEVEN	TWELVE
7 x 1 = 7	8 x 1 = 8	9 x 1 = 9	10 x 1 = 10	11 x 1 = 11	12 x 1 = 12
7 x 2 = 14	8 x 2 = 16	9 x 2 = 18	10 x 2 = 20	11 x 2 = 22	12 x 2 = 24
7 x 3 = 21	8 x 3 = 24	9 x 3 = 27	10 x 3 = 30	11 x 3 = 33	12 x 3 = 36
7 x 4 = 28	8 x 4 = 32	9 x 4 = 36	10 x 4 = 40	11 x 4 = 44	12 x 4 = 48
7 x 5 = 35	8 x 5 = 40	9 x 5 = 45	10 x 5 = 50	11 x 5 = 55	12 x 5 = 60
7 x 6 = 42	8 x 6 = 48	9 x 6 = 54	10 x 6 = 60	11 x 6 = 66	12 x 6 = 72
7 x 7 = 49	8 x 7 = 56	9 x 7 = 63	10 x 7 = 70	11 x 7 = 77	12 x 7 = 84
7 x 8 = 56	8 x 8 = 64	9 x 8 = 72	10 x 8 = 80	11 x 8 = 88	12 x 8 = 96
7 x 9 = 63	8 x 9 = 72	9 x 9 = 81	10 x 9 = 90	11 x 9 = 99	12 x 9 = 108
7 x 10 = 70	8 x 10 = 80	9 x 10 = 90	10 x 10 = 100	11 x 10 = 110	12 x 10 = 120
7 x 11 = 77	8 x 11 = 88	9 x 11 = 99	10 x 11 = 110	11 x 11 = 121	12 x 11 = 132
7 x 12 = 84	8 x 12 = 96	9 x 12 = 108	10 x 12 = 120	11 x 12 = 132	12 x 12 = 144

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