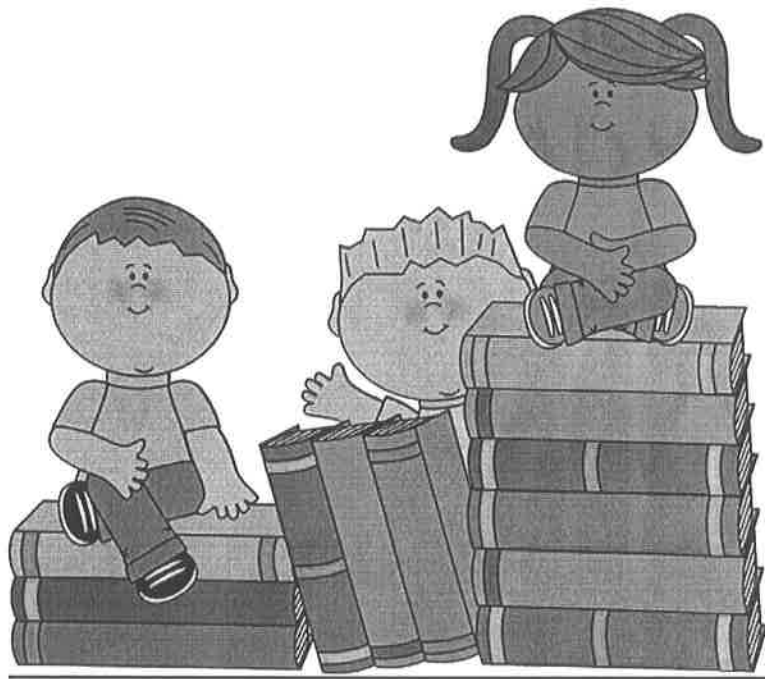


LET'S GET READY FOR Second Grade



Activity Packet
Evangel Christian School
Summer 2018



SECOND GRADE

Supplies and Material Needed for September

The following supplies will be needed for the start of the school year. This list was prepared to enable you to plan ahead and take advantage of summer sales.

1. Six (6) hard covered notebooks (stitched down the center) (100-200 sheets)
2. One (1) pack of loose leaf (wide ruled) paper
3. Ten (10) folders with pockets (2 green, 2 blue, 2 red, 2 yellow, 2 orange) preferably plastic different colors (no Trapper Keepers or other bulky notebooks.)
4. Two (2) packs of glue sticks
5. Thirty-six #2 pencils (No mechanical pencils)
6. Two (2) erasers
7. One ruler with metric/inches (12 inch)
8. Two (2) dry black erase markers
9. Two (2) boxes of crayons (no markers)
10. Large pencil case with zipper (please, no box-type cases)
11. Homework pad - steno pad (no small note pads - too easily lost)
12. Scissors (blunt metal blade)
13. One (1) box of Colored pencils
14. One (1) pack of post it notes
15. One (1) pack of 3x5 white index cards
16. Two (2) large boxes of tissues
17. One (1) small pack of Construction paper
18. One (1) medium bottle of hand sanitizer
19. Two (2) box of baby wipes (unscented)
20. One (1) box of Ziploc (gallon) bags
21. Two (2) rolls of paper towels
22. One (1) box of Ziploc sandwich bags
23. Bible (NIV version) for home use



PLEASE BRING ALL OF THE ABOVE LISTED ITEMS TO SCHOOL ON THE FIRST DAY

ALL SUPPLIES AND MATERIALS SHOULD BE LABELLED WITH CHILD'S NAME AND CLASS. PLEASE HAVE NAMES IN ALL SWEATERS, JACKETS, HATS, BOOTS, GLOVES, ETC. *Periodically, throughout the year, your child may need to update his/her supplies

***** PARENTS: PLEASE NOTE *****

Evangelical Christian School is committed to Christian principles and values. This task is made more difficult by the media. Most of the TV, advertising, videos, movies and music have a negative impact on our children. To maintain a positive standard, we must ask that all parents cooperate with us by NOT SENDING TO SCHOOL -- supplies (such as book bags, lunch boxes, knapsacks, folders, pencils, erasers, etc.) which have pictures or designs depicting violent characters, scenes or symbols of movie, video or cartoon characters that emphasize anti-social behavior and non-Christian principles; for example, **Power Rangers, X-Men, Batman, Goosebumps, Harry Potter, WWF, Zodiac symbols, Pokémon and similar characters, and secular entertainers.**





REQUIRED SUMMER READING PROGRAM

FOR STUDENTS ENTERING GRADES 1-8

From the Principal's Desk

In today's world many children are not read to and do not read regularly. Leisure time is spent watching TV and/or playing video games when time could be spent with the written language. This results in a lack of knowledge in areas of vocabulary, reading comprehension, critical thinking skills as well as putting language ideas on paper. New state guidelines tested by the new English Language Arts tests require that students read more books and respond in writing to what they read.

Reading and writing skills continue to be emphasized at Evangel because these skills are necessary for children to be successful students. However, support is needed from you as parents. Research has shown that reading outside of school can maintain, and in most cases, increase levels of reading growth reached in the classroom. Summer fall-off in students' skills can be stopped if a child continues to read on a daily basis.

Therefore, we are requiring reading during the summer from students entering Grades 1 through 8. **Minimum requirements for grade levels are listed below.** Required book reports should be turned in the 1st or 2nd day of school. However, students are encouraged to read more than the requirement.

Required reading must be selected from ECS Book Lists. Book Lists for all grades are included with this letter to assist parents in finding books their child can read independently. Summer Reading information and book list can also be found on our school web site www.evangelchristianschool.org. You may select books from the grade level above or below your child's grade if desire. Take your child to the library in your area and assist in the selection of books. You will find it time well spent. **Students are also allowed to read books which are for their age purchased from Christian bookstores or from Christian book catalogs. You can tell the level from information usually given in the catalog or on the back of the book. Scholastic book wizard app can be downloaded to iphone or android phone or tablet. Book wizard app can assist to identify reading level.**

Book reports should include the following:

A cover sheet with:

- i. Name of student and class
- ii. Title of book and author
- iii. Fill out the appropriate worksheet (attached) and do the suggested activities.

We are also recommending that parents read regularly to their children entering Pre-K, Kindergarten and First Grade. Picture books can be read or parents can select books from the 2nd and 3rd grade list.

Summer Reading Requirements

Entering 1st Grade:

Required to read and to be read to, with parent support complete 4 books forms

Entering 2nd Grade:

Required to read one chapter book or two easier books (one fiction, one non-fiction)

Entering Third Grade through Eighth Grades:

Required to read at least two chapter books (one fiction, one non-fiction)



Summer Reading Tips for Parents



- Read to your child. Try to establish a daily routine that includes a time to read together. Bedtime is a traditional favorite, but any time will work that is convenient for you and your family.
- Be a good role model. Let your child see you reading for pleasure as well as for information. Let her/him know that you value reading.
- Give your child the opportunity to read aloud to you, a friend, another family member or another child. Make the experience a chance for your child to share his new reading skills. Have him/her read the book silently before asking him/her to read it aloud. Correct mistakes only when the mistake changes the meaning of the sentence and then supply the word without making him feel bad for having made a mistake.
- Include your child in your day-to-day reading experiences. Share recipes, the newspaper, magazines, the TV Guide, cereal boxes, menus, road signs, etc. Our world is full of things to read if we are aware of our surroundings.
- Talk to your child about the books she is reading. Tell her about books you enjoyed when you were a child and ones that you are reading now.
- Help him/her to select books on topics he/she is interested in and on his/her reading level. A simple rule of thumb for helping your child select books at his/her reading level is to have them choose a page in the book (not the first one) and read it. If he doesn't know five or more of the words, then the book is too hard for pleasure reading.
- If you are planning a vacation this summer, write to the visitors' bureau of places you will be visiting and ask for information on the area and any special attractions, check out books from the library to get background information, or get brochures from your travel agent, share this information with your child; ask for his/her input on what activities he/she would enjoy. Hang a map of the places you will be visiting and/or traveling through on the wall and chart your travel route. These techniques will work after travel too.
- Carry a bag with books and activities to keep your child occupied whenever you have to wait.
- Get your child his/her own library card. Take or allow him/her to go to the library often browse for books and enjoy special activities.
- Help him/her new words. Make a goal of one new word a day. Discuss words they come across and don't know. This will help him/her to explain their vocabulary.

Recommended Reading for Fountas and Pinnell Guided Reading
Compiled by RCS Media Specialists

SECOND GRADE

LEVEL G

Title	AUTHOR
Boris Bad Enough	Robert Kraus
Buzz Said the Bee	Wendy Lewison
I Like Me	Nancy Carlson
I'm a Caterpillar	Jean Marzollo
Look Whooo's Counting?	Suse MacDonald
Mine's the Best	Crosby Bonsall
P.J. Funnybunny Camps Out	Marilyn Sadler
Rabbit's Party	Stuart J. Murphy
Sheep on a Ship	Nancy E. Shaw
Spot's First Walk	Eric Hill
The Carrot Seed	Ruth Krauss
The Day I Had to Play With My Sister	Crosby Bonsall
The Great Race	David McPhail

LEVEL H

Title	AUTHOR
Brave Norman (Series)	Andrew Clements
Captain Cat	Syd Hoff
Danny and the Dinosaur Go To Camp	Syd Hoff
Duck on a Bike	David Shannon
Goodnight, Moon	Margaret Wise Brown
Hey, Pancakes!	Tamson Weston
Just Me and My Dad	Mercer Mayer
Little Bear (Series)	Diane Namm
Mama, Do You Love Me?	Barbara Joose
My Crayons Talk	Patricia Hubbard
Sammy the Seal	Syd Hoff
Waiting For Wings	Lois Ehlert
We Are Best Friends	Aliki
Wemberly Worried	Kevin Henkes
Whose Mouse Are You?	Robert Kraus

Recommended Reading for Fountas and Pinnell Guided Reading
Compiled by RCS Media Specialists

LEVEL I

Title	AUTHOR
Andrew's Loose Tooth	Robert Munsh
Are You My Mother?	Syd Hoff
Big Dog, Little Dog	P.D. Eastman
Bike Lesson	Stan Berenstain
Charlie Needs a Cloak	Tomie De Paola
Dot the Fire Dog	Lisa Desimini
Father Bear Comes Home	Else Holmelund Minarik
Goodnight, Owl	Pat Hutchins
Grizzwold	Syd Hoff
Hattie and the Fox	Mem Fox
Henny Penny	Paul Galdone
I Took My Frog to the Library	Eric A. Kimmel
Knuffle Bunny	Mo Williams
Leo the Late Bloomer	Robert Kraus
Mrs. Brice's Mice	Syd Hoff
The Napping House	Audrey Wood
The Very Busy Spider	Eric Carle

LEVEL J

Title	AUTHOR
Fox and His Friends	Edward Marshall
Henry and Mudge: The First Book of Their Adventures (and others of the Henry and Mudge series) *	Cynthia Rylant
Mouse Soup	Arnold Lobel
Mr. Putter & Tabby Bake the Cake (and others of the Mr. Putter & Tabby series)	Cynthia Rylant
Seasons of the Year	Margaret Hall
Someone Used My Toothbrush: and other Bathroom Poems	Carol Diggory Shields
Stone Soup	Ann McGovern
The Doorbell Rang	Pat Hutchins
The Magic Fish	Freya Littledale
Young Cam Jansen and the Baseball Mystery (and others of the Young Cam Jansen series) *	David Adler

* Highly Recommended

**Recommended Reading for Fountas and Pinnell Guided Reading
Compiled by RCS Media Specialists**

LEVEL K

Title	AUTHOR
Bread and Jam for Frances (and others of the Frances series)	Russell Hoban
Caps for Sale	Esphyr Slobodkina
Frog and Toad Together (and others of the Frog and Toad series) *	Arnold Lobel
How Big Is a Foot?	Rolf Myller
Mercy Watson to the Rescue (and others of the Mercy Watson series)	Kate DiCamillo
Nate the Great and the Missing Key (and others of the Nate the Great series) *	Marjorie Weinman Sharmat
One Hundred Hungry Ants	Elinor J. Pinczes
Strega Nona: Her Story	Tomie DePaola
The Day Jimmy's Boa Ate the Wash *	Trinka Hakes Noble
The Moon	Martha E. H. Rustad

* Highly Recommended

LEVEL L

TITLE	AUTHOR
Amelia Bedelia (and others of the Amelia Bedelia series)	Peggy Parish
Big Al	Andrew Elborn
Dear Mr. Blueberry	Simon James
George and Martha Encore (and others of the George and Martha series) *	James Marshall
The Golden Goose	Dick King-Smith
Gregory, the Terrible Eater *	Mitchell Sharmat
Horrible Harry and the Ant Invasion (and others of the series)	Suzy Kline
Hungry, Hungry Sharks	Joanna Cole
Miss Nelson is Missing! (and others of the Miss Nelson series) *	Harry Allard
The Perfect Pumpkin Pie	Denys Cazet
The Tale of Peter Rabbit	Beatrix Potter
Tales of Oliver Pig (and others of the Amanda and Oliver Pig series)	Jean Van Leeuwen
Tales from the Waterhole	Bob Graham
Upstairs Mouse, Downstairs Mole *	Wong Herbert Yee
Wemberly Worried	Kevin Henkes
What a Trip *	Amber Brown--Paula Danzinger

* Highly Recommended

Recommended Reading for Fountas and Pinnell Guided Reading
Compiled by RCS Media Specialists

LEVEL M

TITLE	AUTHOR
Alexander and the terrible, Horrible, No Good, Very Bad Day *	Judith Viorst
Boundless Grace	Mary Hoffman
Cloudy with a Chance of Meatballs	Judi Barrett
Clues in the Woods	Peggy Parish
Dinosaurs before Dark (and others of the Magic Tree House series) *	Mary Pope Osborne
Elmer and the Dragon *	Ruth Stiles Gannett
Freckle Juice *	Judy Blume
The Gardener	Sarah Stewart
The Holly Joliday	Megan McDonald
Ivy + Bean (and others of the Ivy + Bean Series)	Annie Barrows
Junie B. Jones and the Stupid Smelly Bus (and others of the Junie B. Jones series) *	Barbara Park
Kate Shelley and the Midnight Express	Margaret Wetterer
The Littles (and others of the Littles series) *	John Lawrence Peterson
Miss Rumphius	Barbara Cooney
The One in the Middle is the Green Kangaroo *	Judy Blume
The Paperboy	Dav Pilkey
Snaggle Doodles (and others of the Kids of the Polk Street School series)	Patricia Reilly Giff
Stink: The Incredible Shrinking Kid (and others of the Stink Moody series) *	Megan McDonald

* Highly Recommended

Saxon Phonics and Spelling 2

Sight Words

again	don't	love	the
against	door	many	their
America	early	measure	there
animal	earth	mountain	they
answer	eight	move	thought
any	enough	none	through
are	every	ocean	to
beautiful	eye	of	today
become	father	often	together
been	finally	once	tomorrow
both	floor	one	touch
bought	fought	only	tough
brought	four	people	trouble
build	friend	poor	two
built	from	pull	usually
bush	full	push	very
busy	give	put	walk
buy	goes	question	want
caught	gone	rough	was
certain	government	said	were
change	guess	says	what
climb	have	science	where
clothes	heard	several	who
come	heart	should	whose
could	hour	some	woman
country	into	something	women
course	island	special	won't
danger	laugh	strange	would
daughter	learn	stranger	you
do	listen	sure	young
does	live	talk	your
done			

Scott Foresman Reading Street Second Grade High Frequency Words

Week 1: Iris and Walter

- beautiful
- country
- friend
- front
- someone
- somewhere

Week 2: Exploring Space with an Astronaut

- everywhere
- live
- machines
- move
- woman
- work
- world

Week 3: Henry & Mudge & the Starry Night

- bear
- build
- couldn't
- father
- love
- mother
- straight

Week 4: Walk in the Desert

- animals
- early
- eyes
- full
- water
- warm

Week 5: Strongest One

- gone
- learn
- often
- pieces
- though
- together
- very

Week 6: Tara & Tiree, Fearless Friends

- break
- family
- heard
- listen
- once
- pull

Week 7: Ronald Morgan Goes to Bat

- certainly
- either
- great
- laugh
- second
- worst
- you're

Week 8: Turtle's Race with Beaver

- above
- ago
- enough
- toward
- whole
- word

Week 9: Bremen Town Musician

- bought
- people
- pleasant
- probably
- scared
- shall
- sign

Week 10: Turkey for Thanksgiving

- behind
- brought
- door
- everybody
- minute
- promise
- sorry

Week 11: Pearl & Wagner, Two Good Friends

- guess
- pretty
- science
- shoe
- village
- watch
- won

Week 12: Dear Juno

- answer
- company
- faraway
- parents
- picture
- school
- wash

Week 13: Anansi Goes Fishing

- been
- believe
- caught
- finally
- today
- tomorrow
- whatever

Week 14: Rosa and Blanca

- alone
- buy
- daughters
- half
- many
- their
- youngest

Week 15: Weed Is a Flower

- clothes
- hours
- money
- neighbor
- only
- question
- taught

Week 16: Quilt Story

- blankets
- pretended
- quilt
- stuffing
- trunks
- unpacked
- wrapped

Week 17: Life Cycle of a Pumpkin

- everywhere
- live
- machines
- move
- woman
- work
- world

Week 18: Frogs

- bear
- build
- couldn't
- father
- love
- mother
- straight

Week 19: I Like Where I Am

- animals
- early
- eyes
- full
- water

Week 20: Helen Keller & the Big Storm

- gone
- learn
- often
- pieces
- though
- together
- very

Week 21: Firefighter!

- break
- family
- heard
- listen
- once
- pull

Week 22: One Dark Night

- certainly
- either
- great
- laugh
- second
- worst
- you're

Week 23: Bad Dog, Dodger!

- above
- ago
- enough
- toward
- whole
- word

Week 24: Horace & Morris but Mostly Delores

- bought
- people
- pleasant
- probably
- scared
- shall
- sign

Week 25: Signmaker's Assistant

- behind
- brought
- door
- everybody
- minute
- promise
- sorry

Week 26: Just Like Josh Gibson

- guess
- pretty
- science
- shoe
- village
- watch
- won

**Week 27: Red, White, and Blue:
The Story of the American Flag**

- answer
- company
- faraway
- parents
- picture
- school
- wash

Week 28: Birthday Basket for Tia

- been
- believe
- caught
- finally
- today
- tomorrow
- whatever

Week 29: Cowboys

- alone
- buy
- daughters
- half
- many
- their
- youngest

Week 30: Jingle Dancer

- clothes
- hours
- money
- neighbor
- only
- question
- taught

Saxon Phonics and Spelling 2

Sight Words

again	don't	love	the
against	door	many	their
America	early	measure	there
animal	earth	mountain	they
answer	eight	move	thought
any	enough	none	through
are	every	ocean	to
beautiful	eye	of	today
become	father	often	together
been	finally	once	tomorrow
both	floor	one	touch
bought	fought	only	tough
brought	four	people	trouble
build	friend	poor	two
built	from	pull	usually
bush	full	push	very
busy	give	put	walk
buy	goes	question	want
caught	gone	rough	was
certain	government	said	were
change	guess	says	what
climb	have	science	where
clothes	heard	several	who
come	heart	should	whose
could	hour	some	woman
country	into	something	women
course	island	special	won't
danger	laugh	strange	would
daughter	learn	stranger	you
do	listen	sure	young
does	live	talk	your
done			



“JUST RIGHT” BOOK CHECKLIST

1. Read the “blurb” on the back cover or inside jacket.
Ask yourself:
 - Can I understand it?
 - Does it sound interesting?
2. Take a “walk through the pages”.
 - Does the print seem too big, too small, or just right for me?
3. Take the “5-finger test”:
Read the first 5 pages of the book.
The number of words that you are unable to understand or read easily will tell you if the book is right for you or not.
 - 0 words = too easy
 - 1-5 words = just right
 - 6 or more words = too challenging
4. After reading the first 5 pages, ask yourself:
 - Did I understand what I just read?
 - Could I retell it to someone else?
 - Do I think it will keep my interest?



Name: _____

Non-Fiction Book Report

Title: _____

Author: _____

What was the subject of the book? _____

Write a short description of the book: _____

Why did you choose to read this book? _____

Write five important facts you learned from reading the book:

1. _____

2. _____

3. _____

4. _____

5. _____

One book cannot tell everything there is to know about a subject. Write at least two questions about the subject that the book did not answer:

1. _____

2. _____

3. _____

Brainwork! Choose and do one activity about your book:

- Make a book jacket, (front and back) illustrating the subject of your book.
 - a) The front of the jacket is to include an illustration on the topic
 - b) The back is to include a summary and recommendation.
- Make a poster. Your poster is to include an illustration of the topic or a diagram labeling the topic or subject.
- Make a bookmark illustrating the subject

Name: _____

Date: _____

Book Report: Fiction



title: _____

author: _____

This story was _____, number of pages: _____
(easy, just right, hard)

Describe what happened in the beginning of the story.

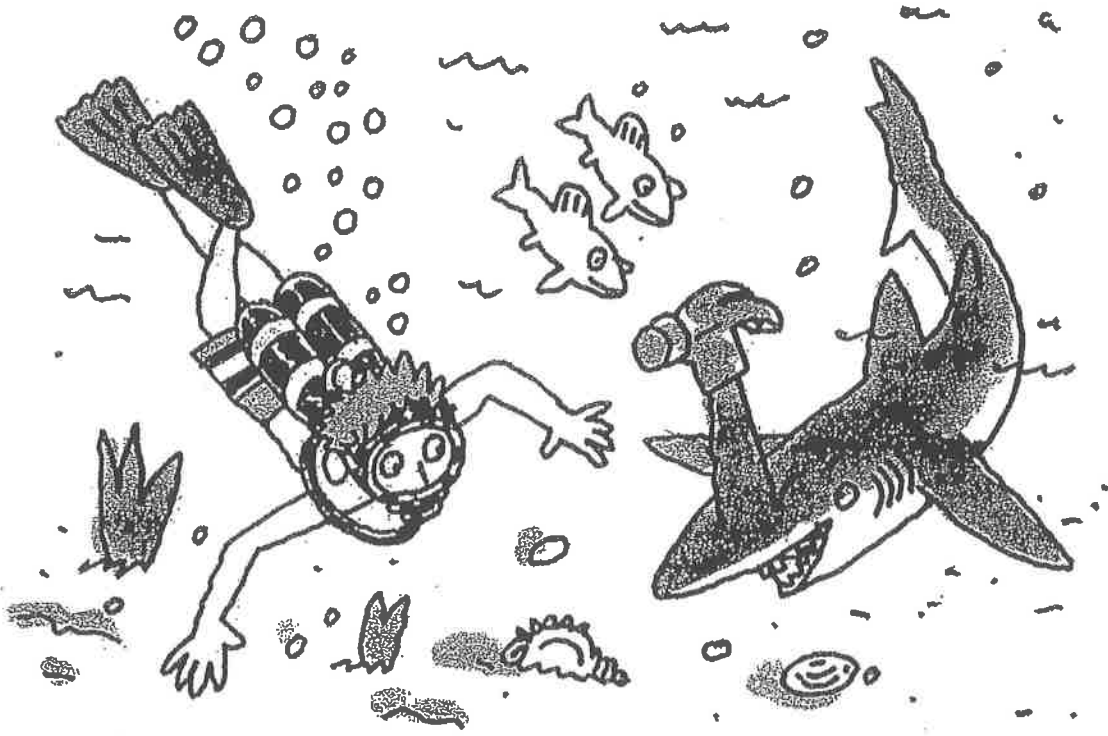
Describe what happened in the middle of the story.

Describe what happened at the end of the story.

Did you like this book? Tell why or why not. _____

Something Strange

Name _____



Far-Out Fun

Name _____



Going into 2nd Grade

Math Facts: Addition Facts

Adding Zero	Adding One	Adding Two	Two to Make Ten	Adding Doubles	Adding Neighbors or Doubles Plus One
$1+0 = 1$	$1+1 = 2$	$1+2 = 3$	$1+9 = 10$	$1+1 = 2$	$1+2 = 3$
$2+0 = 2$	$2+2 = 4$	$2+2 = 4$	$2+8 = 10$	$2+2 = 4$	$2+3 = 5$
$3+0 = 3$	$3+3 = 6$	$3+2 = 5$	$3+7 = 10$	$3+3 = 6$	$3+4 = 7$
$4+0 = 4$	$4+4 = 8$	$4+2 = 6$	$4+6 = 10$	$4+4 = 8$	$4+5 = 9$
$5+0 = 5$	$5+5 = 10$	$5+2 = 7$	$5+5 = 10$	$5+5 = 10$	$5+6 = 11$
$6+0 = 6$	$6+6 = 12$	$6+2 = 8$	$6+4 = 10$	$6+6 = 12$	$6+7 = 13$
$7+0 = 7$	$7+7 = 14$	$7+2 = 9$	$7+3 = 10$	$7+7 = 14$	$7+8 = 15$
$8+0 = 8$	$8+8 = 16$	$8+2 = 10$	$8+2 = 10$	$8+8 = 16$	$8+9 = 17$
$9+0 = 9$	$9+9 = 18$	$9+2 = 11$	$9+1 = 10$	$9+9 = 18$	

Subtraction Facts:

Subtract from 10

- $10-1 = 9$
- $10-2 = 8$
- $10-3 = 7$
- $10-4 = 6$
- $10-5 = 5$
- $10-6 = 4$
- $10-7 = 3$
- $10-8 = 2$
- $10-9 = 1$

NAME _____

DATE _____



Baseline Assessment page 1 of 4

- 1 Sam has 5 apples. Ella has 9 apples. How many more apples does Ella have than Sam? Use numbers and pictures to help solve the problem. Show your work.

Ella has _____ more apples than Sam.



- 2 Sara and Max are making valentines. Sara has 4 more hearts than Max. Max has 3 hearts. How many hearts does Sara have? Use numbers and pictures to help solve the problem. Show your work.

Sara has _____ hearts.



(continued on next page)

NAME _____

DATE _____

Baseline Assessment page 2 of 4

3 Count by 1s. Fill in the missing numbers.


Practice 16, _____, _____, _____, _____, _____, _____

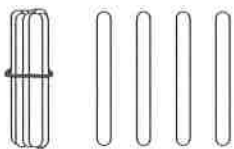
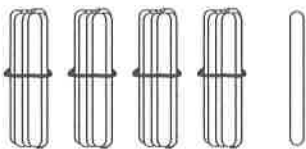
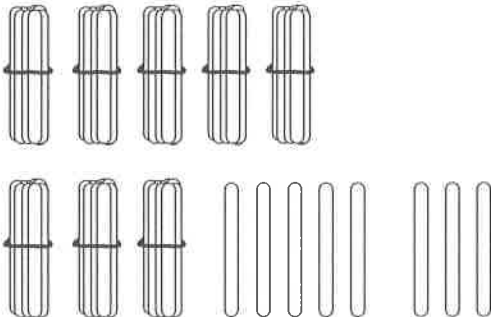
a 33, _____, _____, _____, _____, _____, _____, _____, _____, _____

b 84, _____, _____, _____, _____, _____, _____, _____, _____, _____

c 95, _____, _____, _____, _____, _____, _____, _____, _____, _____

d 108, _____, _____, _____, _____, _____, _____, _____, _____, _____

4 Write a number to show how many sticks are in each box. (There are 10 sticks in each bundle.)

 <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>	 <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>	 <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>
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5 Compare the two numbers in each box by writing a $>$, $=$, or $<$ sign between them.

15 _____ 51	60 _____ 16	75 _____ 75	93 _____ 89
-------------	-------------	-------------	-------------

6 Measure this line with your Unifix cubes. Write the answer on the line below.



The line is _____ Unifix cubes long.

(continued on next page)

NAME _____

DATE _____

Baseline Assessment page 3 of 4

Instructions to the teacher: Read these directions to the students.

- Find 18. Color that box red.
- Find the number that is 10 more than 18. Color that box blue.
- Find 29. Color that box yellow.
- Find the number that is 20 more than 29. Color that box green.
- Find 85. Color that box purple.
- Find $85 + 6$. Color that box orange.
- Find 57. Color that box brown.
- Find the number that is 10 less than 57. Color that box pink.
- Find 90. Put a red X in that box.
- Find the number that is $90 - 30$. Put a blue X in that box.

7 Color in the boxes the teacher tells you to.

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	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

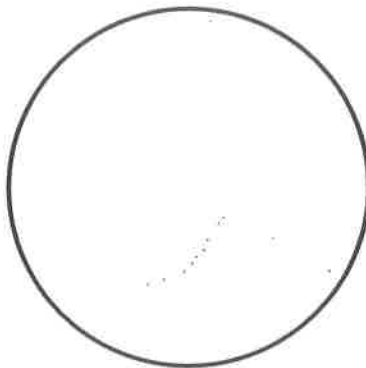
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NAME _____

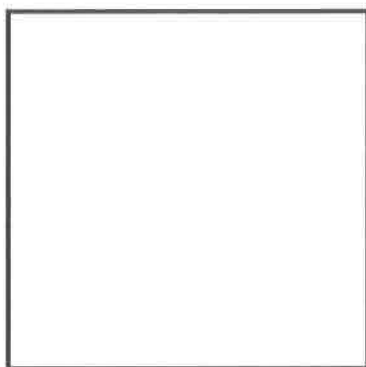
DATE _____

Baseline Assessment page 4 of 4

- 8** Divide this circle into 2 equal parts. Color half of the circle red.



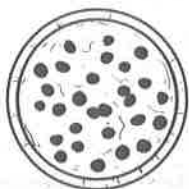
- 9a** Divide this square into 4 equal parts. Color one of the parts blue.



- b** Fill in the bubble to tell what part of the square is blue.
- one-half
 - one-fourth
 - one-third

- 10** You can have part of a mini-pizza for a snack. It's your favorite kind of pizza.

- a** Color in the bubble to show which part of the mini-pizza you would rather have.



- one-quarter one-half

- b** Why did you choose that part?



Evangel Christian School

39-21 Crescent Street, Long Island City, New York 11101

From the Dean's Desk

Welcome back to all students and congratulations to new students and their families for choosing Evangel Christian School. I pray you had a wonderful summer break and enjoyed special time with friends and family.

We are excited to start a new academic year full of possibilities. In order to begin a productive year we ask students to be in proper school uniform. School uniforms help students worry less about what they look like and focus more on academics. In order to make this process an easy one, Evangel is continuing to partner with Land's End to provide students with quality uniforms. Students must purchase their uniforms exclusively from Land's End. This includes polos, skirts, pants, hoodies, and gym uniforms.

As part of our uniform policy, and for security reasons, students must display their ID's on a lanyard provided by the school. They must wear **solid** black shoes or sneakers. This means no white soles, checks or stripes. On gym days they may wear any color sneaker they like. Students who choose to violate the uniform policy will receive an automatic detention to be served the same day.

Please purchase uniforms as early as you can to ensure your child will be ready for school this coming year. Please keep in mind that some orders may take several weeks for delivery. Pre-K3 through kindergarten are not required to wear uniform, however, you should purchase a gym uniform for class trips.

To purchase your uniforms please go to www.landsend.com. Click on "school" then click on "find my school" and insert the **appropriate** school number from below.

- ❖ Preferred school number for elementary: **900140757**
- ❖ Preferred school number for middle school: **900168865**
- ❖ Preferred school number for high school: **900168873**

We look forward to having a great year! Thank you in advance for supporting our school uniform policies. If you have any questions, please feel free to call us at (718) 937-9600 extension 1301 or 1302.

Janet Cardi
Dean of Students

Mich Matos
Associate Dean

Preparing Our Students To Impact Their World For Christ

Phone (718) 937-9600 Fax (718) 937-1613 Web www.evangelchristianschool.org

CHILD & ADOLESCENT HEALTH EXAMINATION FORM
NYC DEPARTMENT OF HEALTH & MENTAL HYGIENE — DEPARTMENT OF EDUCATION

Please Print Clearly

NYC ID (OSIS)

TO BE COMPLETED BY THE PARENT OR GUARDIAN

Child's Last Name _____ First Name _____ Middle Name _____ Sex Female Male Date of Birth (Month/Day/Year) ____/____/____

Child's Address _____ Hispanic/Latino? Yes No Race (Check ALL that apply) American Indian Asian Black White
 Native Hawaiian/Pacific Islander Other _____

City/Borough _____ State _____ Zip Code _____ School/Center/Camp Name _____ District Number _____ Phone Numbers
Home _____ Cell _____ Work _____

Health insurance (including Medicaid)? Yes No Parent/Guardian Last Name _____ First Name _____ Email _____
 Foster Parent

TO BE COMPLETED BY THE HEALTH CARE PRACTITIONER

Birth history (age 0-6 yrs)
 Uncomplicated Premature: _____ weeks gestation
 Complicated by _____

Allergies None Epi pen prescribed
 Drugs (list) _____
 Foods (list) _____
 Other (list) _____

Attach MAF if in-school medications needed

Does the child/adolescent have a past or present medical history of the following?

Asthma (check severity and attach MAF): Intermittent Mild Persistent Moderate Persistent Severe Persistent
If persistent, check all current medication(s): Quick Relief Medication Inhaled Corticosteroid Oral Steroid Other Controller None
Asthma Control Status: Well-controlled Poorly Controlled or Not Controlled

Anaphylaxis Seizure disorder
 Behavioral/mental health disorder Speech, hearing, or visual impairment
 Congenital or acquired heart disorder Tuberculosis (latent infection or disease)
 Developmental/learning problem Hospitalization
 Diabetes (attach MAF) Surgery
 Orthopedic injury/disability Other (specify) _____
Explain all checked items above. Addendum attached.

Medications (attach MAF if in-school medication needed)
 None Yes (list below)

PHYSICAL EXAM Date of Exam: ____/____/____

Height _____ cm (____ %ile)
Weight _____ kg (____ %ile)
BMI _____ kg/m² (____ %ile)
Head Circumference (age < 2 yrs) _____ cm (____ %ile)
Blood Pressure (age ≥ 3 yrs) _____ / _____

General Appearance: Physical Exam WNL

<input type="checkbox"/> NI Abnl <input type="checkbox"/> Psychosocial Development <input type="checkbox"/> Language <input type="checkbox"/> Behavioral	<input type="checkbox"/> NI Abnl <input type="checkbox"/> HEENT <input type="checkbox"/> Dental <input type="checkbox"/> Neck	<input type="checkbox"/> NI Abnl <input type="checkbox"/> Lymph nodes <input type="checkbox"/> Lungs <input type="checkbox"/> Cardiovascular	<input type="checkbox"/> NI Abnl <input type="checkbox"/> Abdomen <input type="checkbox"/> Genitourinary <input type="checkbox"/> Extremities	<input type="checkbox"/> NI Abnl <input type="checkbox"/> Skin <input type="checkbox"/> Neurological <input type="checkbox"/> Back/spine
-------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------

Describe abnormalities:

DEVELOPMENTAL (age 0-6 yrs)
Validated Screening Tool Used? _____ Date Screened ____/____/____
 Yes No
Screening Results: WNL
 Delay or Concern Suspected/Confirmed (specify area(s) below):
 Cognitive/Problem Solving Adaptive/Self-Help
 Communication/Language Gross Motor/Fine Motor
 Social-Emotional or Personal-Social Other Area of Concern: _____

Describe Suspected Delay or Concern: _____

Child Receives EI/CPSE/CSE services Yes No

Nutrition
< 1 year Breastfed Formula Both
≥ 1 year Well-balanced Needs guidance Counseled Referred
Dietary Restrictions None Yes (list below)

SCREENING TESTS

SCREENING TESTS	Date Done	Results
Blood Lead Level (BLL) (required at age 1 yr and 2 yrs and for those at risk)	____/____/____	____ µg/dL
Lead Risk Assessment (annually, age 6 mo-6 yrs)	____/____/____	<input type="checkbox"/> At risk (do BLL) <input type="checkbox"/> Not at risk
Hemoglobin or Hematocrit	____/____/____	____ g/dL ____ %

Hearing Date Done ____/____/____ Results
< 4 years: gross hearing NI Abnl Referred
OAE NI Abnl Referred
> 4 yrs: pure tone audiometry NI Abnl Referred

Vision Date Done ____/____/____ Results
< 3 years: Vision appears: NI Abnl
Acuity (required for new entrants and children age 3-7 years) Right ____/____
Left ____/____
 Unable to test

Screened with Glasses? Yes No
Strabismus? Yes No

Dental
Visible Tooth Decay Yes No
Urgent need for dental referral (pain, swelling, infection) Yes No
Dental Visit within the past 12 months Yes No

CIR Number _____ Physician Confirmed History of Varicella Infection Report only positive immunity:

IMMUNIZATIONS - DATES	IgG Titers	Date
DTP/DaP/DT _____	Hepatitis B _____	____/____/____
Td _____	Measles _____	____/____/____
Polio _____	Mumps _____	____/____/____
Hep B _____	Rubella _____	____/____/____
Hib _____	Varicella _____	____/____/____
PCV _____	Polio 1 _____	____/____/____
Influenza _____	Polio 2 _____	____/____/____
HPV _____	Polio 3 _____	____/____/____

ASSESSMENT Well Child (Z00.129) Diagnoses/Problems (list) _____ ICD-10 Code _____

RECOMMENDATIONS Full physical activity
 Restrictions (specify) _____
Follow-up Needed No Yes, for _____ Appt. date: ____/____/____
Referral(s): None Early Intervention IEP Dental Vision
 Other _____

Health Care Practitioner Signature _____ Date Form Completed ____/____/____

Health Care Practitioner Name and Degree (print) _____ Practitioner License No. and State _____

Facility Name _____ National Provider Identifier (NPI) _____

Address _____ City _____ State _____ Zip _____

Telephone _____ Fax _____ Email _____

DOHMH ONLY PRACTITIONER I.D. _____

TYPE OF EXAM: NAE Current NAE Prior Year(s)
Comments: _____

Date Reviewed: ____/____/____ **I.D. NUMBER** _____

REVIEWER: _____

FORM ID# _____