

2023-2024

Edward E. Taylor Elementary School Parent – Student Handbook



200 McRae Street, Columbia, SC 29203

Phone: 803-343-2924 Fax: 803-929-3851

School Information

Learning Today, for a Better Tomorrow!

**Tiffany Brooks, Acting Principal
, Assistant Principal**



Normal School Hours

School Opens.....	7:00 am
Front Office Opens.....	7:15 am
Tardy After.....	7:35 am
School Dismissal.....	2:30 pm

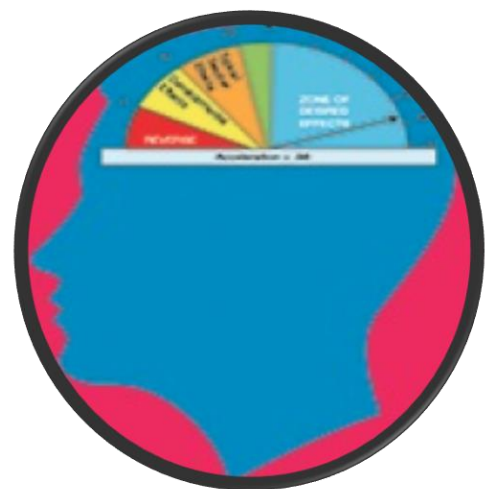
Early Dismissal Hours

School begins.....	7:30 am
School dismissal.....	10:30 am

School Colors: Maroon and gray

School Mascot: Mighty Raiders

Established: 1954



**Visible Learning
School**

The History of Edward E. Taylor Elementary School

established 1954



On September 1, 1954, a ten-room school called Roosevelt Village Elementary School opened on Mc Rae Street in Columbia, South Carolina. This school was built on ten acres of land across from the then Roosevelt Village Housing Development. In 1965, an eight room addition was built so the school could educate a student body capacity of 425 students.

The first principal of the school was Dr. C. W. Madden. He was principal from 1954 to 1966. In 1966, Ms. Corrine Ward would become principal for nine years. Norman P. Pendergrass moved over from Fairwold Schol in 1975 to serve as principal until he retired in 1977. Dr. Edward E. Taylor became principal of then Roosevelt Village Elementary School and stayed at the school until he retired in 1988. Soon after Dr. Taylor's retirement, a committee of teachers headed by John Abney, a 30 year teacher at the school convinced Richland County School District One School Board to rename the school after Dr. Taylor. Roosevelt Village Elementary School was then renamed Edward E. Taylor Elementary School. The school has been known as Edward E. Taylor Elementary since 1988.

In 1988, Ms. Doris Lomax became principal until Ms. Debbie Hunter became principal in 1998. Ms. Hunter severed as principal of Edward E. Taylor Elementary School from 1998 until June 2022. Mrs. Tiffany Brooks currently serves as Acting Principal.

Edward E. Taylor Elementary School Principals



Dr. C.W. Madden
Principal 1954–1966



Norman P. Pendergrass
Principal 1975–77



Dr. Edward E. Taylor
Principal 1977–1988



Debbie Hunter
1998–2022

7 Ways to Help your Student Develop Good Study Habits

Good study habits don't come naturally to grade-schoolers. But as kids start getting more homework, they'll need to pick some up. Here are tips for helping your child develop strong, effective study habits.

1. Help your child learn to identify distractions.

Some kids can be easily distracted while they're trying to study. That's especially true of kids who have trouble with focus. Establish a study area with your child. Then together, survey the space to identify things that might get in the way of studying. You and your child can work together to lessen those distractions. Your child might wear headphones, for instance, or find a quieter place to study.

2. Teach your child how to create an effective study space.

It's not always possible to study in a cozy room with perfect lighting and no distractions. But your child can learn to make just about any study space more productive. Show your child how to set up a quiet work space that's not in the middle of too much activity. You can also help create a portable homework station to keep all of your child's school and studying supplies handy.

3. Keep track of your child's strengths.

Kids don't always see their own strengths, especially if they're having a hard time with something. But focusing on strengths can help give them confidence. Point out strengths to your child, saying things like, "You remember details really well. That will come in handy when writing that book report." Encourage your child to think about other strengths that can be used as tools for studying.

4. Work with your child's weaknesses.

It's just as important for kids to recognize their weaknesses as their strengths. Understanding their challenges can help them find ways to adapt during study time. Help your child brainstorm solutions. For example, if your child has a hard time sitting still for an extended period, suggest planning for extra time in order to take frequent breaks.

5. Start making checklists with your child.

Once kids have identified strengths and weaknesses, they can start keeping track of what they need to keep track of. Making lists lets them monitor their work without relying on others. Breaking things down by subject area can help, too. For example, your child's writing checklist might have a reminder to review sight words. Your child's math checklist might include a reminder to use addition to check the answers to subtraction problems.

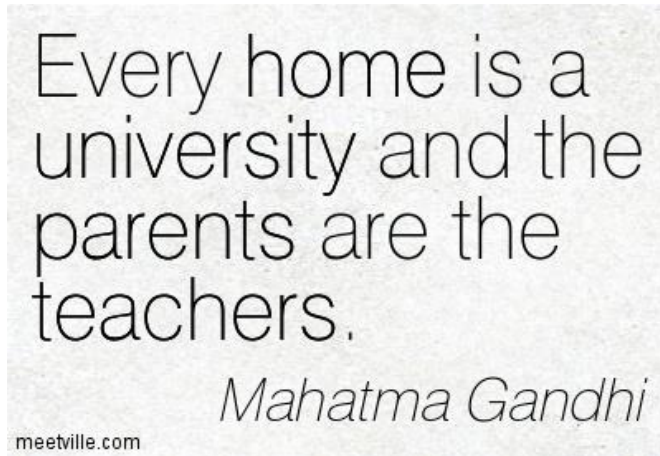
6. Help your child prioritize.

Learning how to prioritize is an essential skill for studying. Keeping an eye on due dates is helpful, but it might not be the only way for your child to prioritize homework. Some kids prefer to start with easier work before moving on to the harder stuff. Others prefer to tackle the tough things first. Watch your child to see which option seems to make the most sense, so you can talk about it.

7. Teach your child specific study skills.

It can be easy to overlook the fact that kids don't just know how to study. Kids need to know how to organize their backpack or break assignments down into smaller steps. Sharpening these skills will also help them learn basic organization skills and note-taking strategies.

Kindergarten through fifth grade: What Your Child Should Know



By the end of kindergarten, you can expect your child to:

- Follow class rules
- Separate from a parent or caregiver with ease
- Take turns
- Cut along a line with scissors
- Establish left- or right-hand dominance
- Understand time concepts like yesterday, today, and tomorrow
- Stand quietly in a line
- Follow directions agreeably and easily
- Pay attention for 15 to 20 minutes
- Hold a crayon and pencil correctly
- Share materials such as crayons and blocks
- Know the eight basic colors: red, yellow, blue, green, orange, black, white, and pink
- Recognize and write the letters of the alphabet in upper- and lowercase forms
- Know the relationship between letters and the sounds they make
- Recognize sight words such as *the* and read simple sentences
- Spell his first and last name
- Write consonant-vowel-consonant words such as *bat* and *fan*
- Retell a story that has been read aloud
- Identify numbers up to 20
- Count by ones, fives, and tens to 100
- Know basic shapes such as a square, triangle, rectangle, and circle
- Know her address and phone number

By the end of first grade, you can expect your child to:

- Work independently at her desk
- Listen to longer sets of directions
- Read directions off the board, although some children may still have difficulty with this
- Complete homework and bring it back the next day
- Sit in a chair for a longer period of time
- Be able to see things from another person's point of view so you can reason with your child and teach her empathy
- Relate experiences in greater detail and in a logical way
- Problem-solve disagreements
- Crave affection from parents and teachers

- Have some minor difficulties with friendships and working out problems with peers
- Distinguish left from right
- Be able to plan ahead
- Write words with letter-combination patterns such as words with a silent e
- Read and write high-frequency words such as *where* and *every*
- Write complete sentences with correct capitalization and punctuation
- Read aloud first-grade books with accuracy and understanding
- Count change
- Tell time to the hour and half-hour
- Quickly answer addition and subtraction facts for sums up to 20
- Complete two-digit addition and subtraction problems without regrouping

By the end of second grade, you can expect your child to:

- Begin to reason and concentrate
- Improve his ability to process information
- Work cooperatively with a partner or small group
- Understand the difference between right and wrong
- Make connections between concepts so he will be better able to compare and contrast ideas
- Expand his vocabulary
- Read fluently with expression
- Recognize most irregularly spelled words such as *because* and *upon*
- Begin to use a dictionary
- Add single- and multi-digit numbers with regrouping
- Tell time to the quarter-hour
- Know the concept of multiplication (for example, 2×3 is two rows of three)

By the end of third grade, you can expect your child to:

- Work cooperatively and productively with other children in small groups to complete projects
- Understand how choices affect consequences
- Become more organized and logical in her thinking processes
- Build stronger friendships
- Be helpful, cheerful, and pleasant as well as rude, bossy, selfish, and impatient
- Be more influenced by peer pressure because friends are very important at this stage
- Like immediate rewards for behavior
- Be able to copy from a chalkboard
- Be able to write neatly in cursive because the small muscles of the hand have developed
- Read longer stories and chapter books with expression and comprehension
- Use prefixes, suffixes, and root words and other strategies to identify unfamiliar words
- Multiply single- and multi-digit numbers
- Divide multi-digit numbers by one-digit numbers
- Tell time to the half-hour and quarter-hour and to five minutes and one minute

By the end of fourth grade, you can expect your child to:

- Begin to make more decisions and engage in group decision-making
- Want to be part of a group
- Think independently and critically
- Have empathy
- Show a strong sense of responsibility
- Be able to memorize and recite facts, although he may not have a deep understanding of them
- Increase the amount of detail in drawings

- Work on research projects
- Write a structured paragraph with an introductory topic sentence, three supporting details, and a closing sentence that wraps up the main idea of the paragraph
- Use a range of strategies when drawing meaning from text, such as prediction, connections, and inference
- Understand cause-and-effect relationships
- Add and subtract decimals, and compare decimals and fractions
- Multiply multi-digit numbers by two-digit numbers
- Divide larger multi-digit numbers by one-digit numbers
- Find the area of two-dimensional shapes
- Have a greater awareness of fairness

By the end of fifth grade, you can expect your child to:

- Be generally truthful and dependable
- Develop increasing independence
- Improve problem-solving skills
- Acquire more-advanced listening and responding skills
- Enjoy organizing and classifying objects and ideas
- Be able to read and concentrate for long periods of time
- Read complex text fluently and with good comprehension
- Research a topic using a variety of sources, and use the features of a book (for example, the index, glossary, and appendix) to find information
- Identify conflict, climax, and resolution in a story
- Write an organized, multi-paragraph composition in sequential order with a central idea
- Use problem-solving strategies to solve real-world math problems
- Add and subtract fractions and decimals
- Identify and describe three-dimensional shapes, and find their volumes and surface areas
- Use long division to divide large numbers by multi-digit numbers



GENERAL INFORMATION

Doors open at 7:00a.m. Students are not permitted to enter the building or wait

unsupervised outside of the school doors prior to 7:00 a.m. as school personnel are not available to provide adequate supervision.

Normal School Hours

- **7:00- 7:30** School and Cafeteria Opens
- Breakfast for students
- **7:15**-Main Office Opens
- **7:35**-Tardy Bell Rings (Front Door Entry Only, Adults must walk students to the Front Entry and sign students in)
- **1:45**- Early Dismissal Ends (1 1:30 on Half Days-requires a written note)
- **2:25**-Dismissal (1 2:00 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 10:30 AM.

MISSION STATEMENT

Edward E. Taylor is a leader in transforming lives in education. Empowering all students to achieve their potential and dreams.

TITLE I

We are designated as a Title I school. As a Title I school, we receive federal funding. Each year, a Title I Planning Team is formed to plan for the upcoming year's Title I budget. A copy of the Title I Plan is available, once approved, in the front office and school's library.

LATE ARRIVALS

Students arriving at or after 7:35 a.m. must be escorted to the main office by a parent or guardian and receive a tardy pass. It is necessary for students, who are tardy, to receive a late pass and be accompanied by a parent and/or guardian to ensure the child's safety and well-being.

EARLY DISMISSAL

Parents are asked to avoid picking up students early from school 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 1:45 p.m. Any parent or guardian arriving after 1:45 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.

DISMISSAL TIMES

At the end of the day, students ride a school bus, are picked up in a car or walk home. If a student deviates from his/her established mode of dismissal, please send this information in writing to your student's teacher.

School doors will remain closed until 2:30 to allow for transition for school dismissal. No parents will be allowed to enter the building after 1:45 PM.

The school days end promptly at 2:30 p.m. with the exception of early dismissal days, 10:30 a.m. Please make certain that you pick up your child 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 and/or the Department of Social and Services.

ATTENDANCE AND TRUANCY

Parents are responsible for ensuring that their child attends school every day. As part of the implementation of Every Student Succeeds Act, districts and schools are required to report to the State Department of Education the number of students who are chronically absent each year. According to the United States Department of Education's Office of Civil Rights (OCR), an absent student is one who misses 50% of the instructional day for any reason and regardless of whether the absence is excused or unexcused. Students must attend class for at least half of the instructional day to be considered present for that day. All students must be present 10% of the time they are enrolled in a particular school or district. If they are not present 10% of the time they are enrolled, they are considered chronically absent.

Chronically 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 (about 2 days) of his/her return to school. No more than 10 days (about 1 and a

half weeks) 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 (about 2 days)

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 without the parent/guardian's knowledge.
- 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 parent and developing a plan.
3. If 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 before a judge in Family Court.
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 7:35 should report to the attendance secretary for a tardy slip before reporting to class. Students who come to school late must bring a note from their 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 tardiness and or early dismissals during the school year, parents and or guardians of elementary or middle school students will be required to complete an Intervention Plan to address tardiness.

STUDENT RECORDS

Information contained in a student's permanent record must be kept confidential, with access limited by federal guidelines and board policy. Please submit a written request to review your child's record. Only parents and legal guardians listed in a student's Powerschool Account will have access to a student's permanent records.

Transfers/Withdrawals

Transfers from Taylor to another school will need the involvement of a parent or legal guardian. Students are not allowed to handle the procedure. Requests for withdrawal should be made in writing prior to the date of withdrawal so that all the paperwork can be ready on the day of the withdrawal. Students will need to ensure that any textbooks or library books are returned to avoid fines.

CONFERENCES

Conferences should be scheduled in a timely manner. We strongly encourage open communication between the teacher and parent. Before any concerns about a classroom teacher or student are brought to the administration they should be discussed with the teacher and student first. If the situation is not resolved, please feel free to contact the administration. Parent-

teacher conferences will not be conducted during instruction time.

Please call-in advance to schedule conferences.

COMMUNICATION

We want to keep you informed throughout the school year. Your child may bring home-school papers and notes as well as quarterly newsletters of school activities.

Additionally, parents will be notified of school activities through the use of the school website (updated bi-weekly), weekly/biweekly email blasts, school newsletters, or School Messenger.

Website:

<https://www.richlandone.org/Domain/32>

Class DoJo

Each class uses Class DoJo to communicate with parents.

- Follow the instructions to sign up for Class DoJo to stay up to minute with class and school updates.

CAFETERIA

The cafeteria serves breakfast and lunch daily. Students are expected to follow all cafeteria rules when utilizing the services of the cafeteria program.

Richland One offers meals at no charge to ALL students through the Community Eligibility Provision. The school breakfast, lunch, snack and supper meals follow the U. S. Department of Agriculture (USDA) guidelines for healthy school meals.

CLASSROOM VISITATION

We welcome parents to visit their child's class. In order to visit classes, parents will need to request a time to visit in advance using the link below.

<https://forms.office.com/Pages/ResponsePage.aspx?id=mc2OcflqAOeiK-33pL7Y3XvTsLzLOXxFpBqCcdIH09UMVlIITEREWetQSjVQVFQxMFBHVUFFNUVKMi4u>

All visitors must stop at the front desk when they arrive at the school with a valid picture ID to receive a visitor's pass.

Appointments must be made for all conferences. When visiting, please remember that classes are in session and that the educational program comes first and should not be disrupted. All observations should be limited to 20 minutes, unless prior administrative approval is granted. A visitor's chair/area is designated in each classroom. Visitors should not enter or remain in classrooms where testing is in progress.

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 teacher 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, parents are only to interact with their child, unless you are an approved volunteer through Richland County School District One's.

EMERGENCY / CHANGE OF ADDRESS

All parents are asked to complete an emergency card for each child. Please make sure that all phone numbers and addresses are current in Powerschool and on the student's emergency card. Contact the school or send a note if the information changes. School officials must be able to make contact with you during the school day.

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 STEP or RESET, and referrals to the Richland One Hearing Board are used to reinforce desired expectations.

PBIS (Positive Behavior Interventions and Supports)

Our school is a PBIS 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 brag tags, town hall meetings, and quarterly PBIS celebrations.

School Wide Discipline Plan

Our campus discipline plan is a progressive approach in conjunction with RCSD1 Student Code of Conduct follows:

1. Verbal or written warning
2. Teacher selected consequence (silent lunch, time of recess, etc.)
3. Parent contacted via phone, email, or other.
4. Referral to administrator after 3 like infractions.

Parental support for good discipline enables us to maintain a wholesome environment for learning. Please consult the Richland One Code

of Conduct for more in-depth information regarding student conduct and discipline.

DRESS CODE

Students are expected to keep themselves well-groomed and neatly dressed at all times. Belts must be worn; sagging pants are not allowed. Shorts and skirts must be no shorter than half the thigh length (complete finger-tip test). Leggings must be covered by a top that is at least fingertip length. Hats, scarves, bandanas, and sweatbands are not permitted. Hoods should be removed once students enter the building. Sunglasses may not be worn at school. Clothing which displays obscene or questionable printing will not be permitted. Camouflage/fatigue clothing, book bags or paraphernalia are not allowed on campus. Flip flops, crocs, or shoes with cleats or rollers are not permitted due to safety concerns.

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. They must be approved by the school administration. If the alternate plan involves another bus for more than one day, an Alternate Bus Request form must be approved by North Main Transportation Office.

Students who ride the bus are expected to:

- Stay in their seats while the bus is in motion
- Speak in low voices (levels 1)
- 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.

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 the Richland County School District One Student Code of Conduct Handbook.

CHARACTER EDUCATION

Character education can provide ground rules for life for adults and young people, and it stresses the importance of helping children learn and practice behaviors that reflect universal ethical values. Character education helps children and youth become: Conscious of the right thing to do.

Monthly Character Traits

August-Respect
 September-Honesty
 October-Cooperation
 November-Citizenship
 December-Responsibility
 January-Self-Discipline
 February-Caring
 March-Kindness
 April-Fairness
 May-Dependability

TOYS / ELECTRONIC EQUIPMENT

Students are not allowed to bring toys or electronic equipment to school. Radios, CD players, cell phones, tape players, beepers, and other electronic devices are prohibited at school. These items will be confiscated and returned only to the parent. Toys that resemble or can be used as a weapon will result in the student being referred to the Richland County School District One Hearing Board for expulsion.

TELEPHONE

The telephone in the office is for school business and emergencies only. Students may use the classroom phone with teacher permission. Teachers will use their discretion as to what's an emergency before permitting any phone calls.

FOOD ALLERGIES

Please notify your child's teacher and school nurse if your child is allergic to any type of food or ingredients. To help insure a safe classroom environment for all students to learn, there are classrooms that will be labeled to identify a specific food allergy.

HEALTH ROOM

Children should attend school every day. However, when children are not well, we encourage you to keep them home so they can get proper care and recover quickly. Children with a fever should remain home until 24 hours after the fever has broken. This can also reduce the number of illnesses spread to other children. If your child gets sick at school, the nurse will attempt to take care of the problem. Therefore, current emergency information is needed.

If your child has chronic illness or allergy that we should know about, have the doctor write a note. Yearly screenings (vision, hearing, weight and height) for all students are required. Please notify the nurse if you do not want your child screened.

Medication

The E. E. Taylor nurse is in charge of dispensing all medication at school. If your child needs medication administered during the school day, a signed Consent Medication Form must be on the file in the nurse's office.

All medication must be delivered or picked up by an adult. Students will not be allowed to transport medication at any time. Please

contact the school nurse if you have any questions.

FIELD EXPERIENCES

All school rules and regulations apply to students on a school-sponsored field trip. Students are encouraged to wear a school t-shirt when participating in class or school sponsored trips. Please consult the Richland One District Field Trip Policy for guidelines pertaining to field trips and behavior expectations for off campus learning experiences. To attend field trips, students must have:

- written permission to attend
- trip fees paid in full 2 weeks prior to the trip
- appropriate on campus behavior

For parents that would like to chaperone, you must be an approved volunteer through RCSD One's Volunteer Office. Refunds on trips are only issued when the school cancels for any reason. Refunds may take up to 30 days to be issued in the form of a school check.

INSTRUCTIONAL PROGRAMS

Family Friendly Standards

Parents and families are a big part of a child's success team because a great deal of learning goes on outside the classroom. The information on this site can help you become familiar with what your child is learning at school, and it includes activities to reinforce and support your child's learning, selected book titles for additional reading, and Web site addresses for extended learning. This website provides information for parents and families about what their children should be learning in school

<http://www.scfriendlystandards.org/elementary.htm>

Pre-Kindergarten

The four-year-old program is designed for children who need additional readiness activities before entering kindergarten. The teacher and

instructional assistant also make two home visits and conduct several conferences during the school year to further support the parents and students participating in the pre-kindergarten program. Teachers and parents are also required to follow CERDEP regulations for student supervision, accountability, and safety.

Kindergarten

The kindergarten program serves five-year-olds in a full day program. Kindergarten children are natural problem solvers and naturally curious about the world. The South Carolina College-and Career-Ready Standards explore the relationships between letters, sounds, words, reading, math, science, social studies and health. When a child starts school, reading and writing become primary ways of learning. They also begin to think more logically and understand the more abstract concepts of numbers and objects. Students apply what they have learned in ELA and math to develop science, engineering practices, scientific inquiry, and aspects of living that affect the children and their families.

Grades 1–2

The South Carolina College-and Career-Ready Standards in 1st and 2nd grades use students' creative and enthusiastic energy to expand their reading, writing, math, social studies and science skills. As their year progresses in 1st and 2nd grades, they write with greater ability and complexity, use a growing vocabulary, and gain deeper understanding from reading as reading becomes the primary way of learning. Students also begin to develop research and critical thinking skills. Students continue to build number sense and operations. They also begin to take on more challenging topics such as basic fraction concepts, money, measurement, and place value.

Grades 3-5

The South Carolina College- and Career-Ready Standards for this grade band advances the reading, writing and inquiry skills of children as well as build more complex reading and more effective writing skills, and encourage thinking

and analyzing more deeply. Students use the skills that they learn in ELA and math to enhance and support their science, social studies, and health content knowledge and apply that knowledge to various learning situations. At these grades, students are able to take more responsibility for organizing and prioritizing their work. The learning they do in these grades will continue to prepare them for success in their intended career paths that will either lead directly to the workforce or further education colleges or universities.

Advance Academic Program

The Advance Academic Program (AAP) strengthens and broadens the academic and creative talents of identified students in grades 3 through 5. A differentiated curriculum is utilized with a combination of acceleration and enrichment activities. Students embrace these opportunities through novel studies and M3 (Mentoring Mathematical Minds) units of studies. Students are identified by criteria stipulated by the South Carolina Department of Education, local district or appeals presented by parents.

Special Education

To meet the needs of students with disabilities, our school district has a full continuum of special education programs. Identification is based upon State and Federal guidelines.

Media Center

The purpose of the school media center is to provide materials to enrich the curriculum, to satisfy quests for knowledge and to give added dimensions to the learning process. The Media Center provides opportunities for students to grow in their ability to find, generate, evaluate and apply information that helps them function in society.

Elementary Guidance Program

Taylor is staffed with a full-time guidance counselor. During time 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.

Psychological Services

A certified school psychologist is available to work with students experiencing significant emotional, social or educational problems. You may leave a message with the office for the psychologist.

Multi-tiered System of Support (MTSS)

Our school MTSS 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.

REPORT CARDS

Report cards are issued four times per year. Students will also receive 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 is to keep parents up to date on their child’s academic performance and work habits.

Grading Scale-Grades 3-5

A	90 – 100	D	60 – 69
B	80 – 89	F	59 – Below
C	70 – 79		

*Pre-Kindergarten, Kindergarten, 1st and 2nd grade students will receive non-graded progress reports throughout the school year.

Parents can also see up-to-date grade reports through Powerschool's parent portal.

HOMEWORK

Homework is very important to student achievement. Homework reinforces, allows for review of skills taught, develops independent study habits and enhances parent awareness of student's progress. It is the responsibility of the student to complete all assignments. It is important that parents monitor the completion of homework assignments. Research recommends that the amount of homework given is ten minutes times the students' grade level. Recommended time for home is

- Pre-K-1st Grade-10-15 minutes
- 2nd Grade-20 minutes
- 3rd Grade-30 minutes
- 4th Grade-40 minutes
- 5th Grade-50 minutes

All students are expected to read nightly for at least 20 minutes and practice with/learn math facts (addition, subtraction, and multiplication facts).

SCHOOL IMPROVEMENT COUNCIL (SIC)

Each school in District One has a School Improvement Council, which serves in an advisory capacity to the principal. The SIC is comprised of elected parents and teachers as well as appointed individuals. The council assists the principal in activities that will enhance the development of the school.

TESTING PROGRAMS

Taylor participates in several testing programs. Throughout the year students are administered STAR Reading, STAR Math, STAR Early Literacy, teacher-made assessments, Mastery Connect and district assessments in math and English/language Arts, Science. In the spring, students in grade 3-5 will take the SC READY state assessment and fourth grade students take SC PASS science. The results provide information about students' progress and are used to support students in meeting academic goals.

TEXTBOOKS / LIBRARY BOOKS

Books will be issued to students at the beginning of the school year, and it will be the sole responsibility of the student to keep up with the books. All lost and/or damaged books will have to be replaced by the parent/guardian at cost before another book is issued to the student. Students who lose books should report the lost book to their teacher.

Library books may be checked out by the student and should be returned in a timely manner. Students are responsible for books checked out in their name. All lost books and damaged books should be reported to the librarian.

PARTIES

Richland One's Healthy and Nutritious School Environment (Policy EFJ) recognizes the importance of wellness, good nutrition and an active lifestyle in the overall health of our students.

Birthday Parties

We recognize that birthdays are a special day for our students. In an effort to adhere to the district's Healthy and Nutritious School Environment (School Board Policy EFJ), and

ensure that parties do not disrupt the learning process, parents and teachers should adhere to the following guidelines: (a) classroom teachers should be notified prior to bringing in treats; and (b) birthday treats will be shared during lunch time only in the cafeteria. Parties are limited to one (1) labeled, pre-packaged food item (preferably individually wrapped) and one (1) labeled beverage. No balloons, gifts, or decorations are allowed.

Classroom Celebrations

Classroom celebrations will be held twice a year: on the last day prior to winter break and during the last week of school. Only prepackaged store-bought items are allowed for classroom celebrations. Please speak with the teacher before purchasing items due to the severity of food allergies.

TRAFFIC / PARKING

Traffic, at arrival and dismissal times, is very busy at our school. We must all work together to ensure the safety of our children by driving slowly, parking and unloading in improper places, not double parking to let students in or out of cars, not backing up in the traffic lanes, and watching students at all times. Parking in the bus lane is not permitted at all during the school day.

VOLUNTEERS / CHAPERONES

Volunteers are needed in many places on the school campus. In accordance with district policy, volunteers and chaperones are required to complete a volunteer application. The application process typically takes one to two months for approval. Any person interested in becoming a volunteer should contact the guidance counselor or visit www.richlandone.org/Domain/164 to complete the application online.

DRILLS

To maintain school safety throughout the school year, students and staff at Edward E. Taylor Elementary School will practice fire, tornado, and active intruder drills.

LAPTOPS DEVICES



Teacher Responsibilities

- ☐ Design instructional activities that make appropriate use of technology and digital resources.
- ☐ Monitor and supervise student use of devices and direct their involvement.
- ☐ Adhere to and provide instruction on the district's AUP

Student Responsibilities

Students will abide by the district's Acceptable Use Policy (see Appendix A) and:

- ☐ Contact an administrator about any security issue they encounter.
- ☐ Monitor all activity on their personal account(s).
- ☐ Always shut down and secure their laptop after use to protect their work and information.
- ☐ Report e-mail containing inappropriate or abusive language or questionable subject matter to a teacher or administrator at school.
- ☐ Return their laptop to the issuing school on the date they withdraw from school or transfer to another school. (This also applies to seniors who leave school mid-year or who graduate.)

- ☐ Downloading/installing unauthorized applications, games or software is prohibited.

CELL PHONE POLICY

According to the Richland One Student Code of Conduct, cell phones or other wireless communication devices are not allowed on school grounds or on the school bus as they create distractions to the instructional program or the orderly operations of the school bus. When a cell phone is visible or audible in the classroom or hallway the following steps must be implemented:

- The teacher or staff member the cell phone will be collected, and a parent/guardian will need to pick the phone up from campus.
- The teacher or staff member will document the violation (Classroom action in ABE).

FREQUENTLY CALLED NUMBERS

Taylor (Main)..... 343-2924

Fax.....929-3851

Richland One.....231-7000

EDUCATIONAL RESOURCES

Fry Words – The First Hundred

List 1

the
of
and
a
to
in
is
you
that
it
he
was
for
on
are
as
with
his
they
I
at
be
this
have
from

List 2

or
one
had
by
words
but
not
what
all
were
we
when
your
can
said
there
use
an
each
which
she
do
how
their
if

List 3

will
up
other
about
out
many
then
them
these
so
some
her
would
make
like
him
into
time
has
look
two
more
write
go
see

List 4

number
no
way
could
people
my
than
first
water
been
called
who
am
its
now
find
long
down
day
did
get
come
made
may
part

Fry Words – The Second Hundred

List 1

over
new
sound
take
only
little
work
know
place
years
live
me
back
give
most
very
after
things
our
just
name
good
sentence
man
think

List 2

say
great
where
help
through
much
before
line
right
too
means
old
any
same
tell
boy
follow
came
want
show
also
around
form
three
small

























List 3

set
put
end
does
another
well
large
must
big
even
such
because
turn
here
why
ask
went
men
read
need
land
different
home
us
move
























List 4

try
kind
hand
picture
again
change
off
play
spell
air
away
animal
house
point
page
letter
mother
answer
found
study
still
learn
should
America
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

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		

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 books they've read,
- write to tell about a favorite part of a book or how you feel about the main character

ADDITION



$$\begin{aligned}1 + 1 &= 2 \\1 + 2 &= 3 \\1 + 3 &= 4 \\1 + 4 &= 5 \\1 + 5 &= 6 \\1 + 6 &= 7 \\1 + 7 &= 8 \\1 + 8 &= 9 \\1 + 9 &= 10 \\1 + 10 &= 11 \\1 + 11 &= 12 \\1 + 12 &= 13\end{aligned}$$



$$\begin{aligned}2 + 1 &= 3 \\2 + 2 &= 4 \\2 + 3 &= 5 \\2 + 4 &= 6 \\2 + 5 &= 7 \\2 + 6 &= 8 \\2 + 7 &= 9 \\2 + 8 &= 10 \\2 + 9 &= 11 \\2 + 10 &= 12 \\2 + 11 &= 13 \\2 + 12 &= 14\end{aligned}$$



$$\begin{aligned}3 + 1 &= 4 \\3 + 2 &= 5 \\3 + 3 &= 6 \\3 + 4 &= 7 \\3 + 5 &= 8 \\3 + 6 &= 9 \\3 + 7 &= 10 \\3 + 8 &= 11 \\3 + 9 &= 12 \\3 + 10 &= 13 \\3 + 11 &= 14 \\3 + 12 &= 15\end{aligned}$$



$$\begin{aligned}4 + 1 &= 5 \\4 + 2 &= 6 \\4 + 3 &= 7 \\4 + 4 &= 8 \\4 + 5 &= 9 \\4 + 6 &= 10 \\4 + 7 &= 11 \\4 + 8 &= 12 \\4 + 9 &= 13 \\4 + 10 &= 14 \\4 + 11 &= 15 \\4 + 12 &= 16\end{aligned}$$



$$\begin{aligned}5 + 1 &= 6 \\5 + 2 &= 7 \\5 + 3 &= 8 \\5 + 4 &= 9 \\5 + 5 &= 10 \\5 + 6 &= 11 \\5 + 7 &= 12 \\5 + 8 &= 13 \\5 + 9 &= 14 \\5 + 10 &= 15 \\5 + 11 &= 16 \\5 + 12 &= 17\end{aligned}$$



$$\begin{aligned}6 + 1 &= 7 \\6 + 2 &= 8 \\6 + 3 &= 9 \\6 + 4 &= 10 \\6 + 5 &= 11 \\6 + 6 &= 12 \\6 + 7 &= 13 \\6 + 8 &= 14 \\6 + 9 &= 15 \\6 + 10 &= 16 \\6 + 11 &= 17 \\6 + 12 &= 18\end{aligned}$$



$$\begin{aligned}7 + 1 &= 8 \\7 + 2 &= 9 \\7 + 3 &= 10 \\7 + 4 &= 11 \\7 + 5 &= 12 \\7 + 6 &= 13 \\7 + 7 &= 14 \\7 + 8 &= 15 \\7 + 9 &= 16 \\7 + 10 &= 17 \\7 + 11 &= 18 \\7 + 12 &= 19\end{aligned}$$



$$\begin{aligned}8 + 1 &= 9 \\8 + 2 &= 10 \\8 + 3 &= 11 \\8 + 4 &= 12 \\8 + 5 &= 13 \\8 + 6 &= 14 \\8 + 7 &= 15 \\8 + 8 &= 16 \\8 + 9 &= 17 \\8 + 10 &= 18 \\8 + 11 &= 19 \\8 + 12 &= 20\end{aligned}$$



$$\begin{aligned}9 + 1 &= 10 \\9 + 2 &= 11 \\9 + 3 &= 12 \\9 + 4 &= 13 \\9 + 5 &= 14 \\9 + 6 &= 15 \\9 + 7 &= 16 \\9 + 8 &= 17 \\9 + 9 &= 18 \\9 + 10 &= 19 \\9 + 11 &= 20 \\9 + 12 &= 21\end{aligned}$$



$$\begin{aligned}10 + 1 &= 11 \\10 + 2 &= 12 \\10 + 3 &= 13 \\10 + 4 &= 14 \\10 + 5 &= 15 \\10 + 6 &= 16 \\10 + 7 &= 17 \\10 + 8 &= 18 \\10 + 9 &= 19 \\10 + 10 &= 20 \\10 + 11 &= 21 \\10 + 12 &= 22\end{aligned}$$



$$\begin{aligned}11 + 1 &= 12 \\11 + 2 &= 13 \\11 + 3 &= 14 \\11 + 4 &= 15 \\11 + 5 &= 16 \\11 + 6 &= 17 \\11 + 7 &= 18 \\11 + 8 &= 19 \\11 + 9 &= 20 \\11 + 10 &= 21 \\11 + 11 &= 22 \\11 + 12 &= 23\end{aligned}$$



$$\begin{aligned}12 + 1 &= 13 \\12 + 2 &= 14 \\12 + 3 &= 15 \\12 + 4 &= 16 \\12 + 5 &= 17 \\12 + 6 &= 18 \\12 + 7 &= 19 \\12 + 8 &= 20 \\12 + 9 &= 21 \\12 + 10 &= 22 \\12 + 11 &= 23 \\12 + 12 &= 24\end{aligned}$$

SUBTRACTION

1

$$\begin{array}{l} 1 - 1 = 0 \\ 2 - 1 = 1 \\ 3 - 1 = 2 \\ 4 - 1 = 3 \\ 5 - 1 = 4 \\ 6 - 1 = 5 \\ 7 - 1 = 6 \\ 8 - 1 = 7 \\ 9 - 1 = 8 \\ 10 - 1 = 9 \\ 11 - 1 = 10 \\ 12 - 1 = 11 \end{array}$$

2

$$\begin{array}{l} 2 - 2 = 0 \\ 3 - 2 = 1 \\ 4 - 2 = 2 \\ 5 - 2 = 3 \\ 6 - 2 = 4 \\ 7 - 2 = 5 \\ 8 - 2 = 6 \\ 9 - 2 = 7 \\ 10 - 2 = 8 \\ 11 - 2 = 9 \\ 12 - 2 = 10 \\ 13 - 2 = 11 \end{array}$$

3

$$\begin{array}{l} 3 - 3 = 0 \\ 4 - 3 = 1 \\ 5 - 3 = 2 \\ 6 - 3 = 3 \\ 7 - 3 = 4 \\ 8 - 3 = 5 \\ 9 - 3 = 6 \\ 10 - 3 = 7 \\ 11 - 3 = 8 \\ 12 - 3 = 9 \\ 13 - 3 = 10 \\ 14 - 3 = 11 \end{array}$$

4

$$\begin{array}{l} 4 - 4 = 0 \\ 5 - 4 = 1 \\ 6 - 4 = 2 \\ 7 - 4 = 3 \\ 8 - 4 = 4 \\ 9 - 4 = 5 \\ 10 - 4 = 6 \\ 11 - 4 = 7 \\ 12 - 4 = 8 \\ 13 - 4 = 9 \\ 14 - 4 = 10 \\ 15 - 4 = 11 \end{array}$$

5

$$\begin{array}{l} 5 - 5 = 0 \\ 6 - 5 = 1 \\ 7 - 5 = 2 \\ 8 - 5 = 3 \\ 9 - 5 = 4 \\ 10 - 5 = 5 \\ 11 - 5 = 6 \\ 12 - 5 = 7 \\ 13 - 5 = 8 \\ 14 - 5 = 9 \\ 15 - 5 = 10 \\ 16 - 5 = 11 \end{array}$$

6

$$\begin{array}{l} 6 - 6 = 0 \\ 7 - 6 = 1 \\ 8 - 6 = 2 \\ 9 - 6 = 3 \\ 10 - 6 = 4 \\ 11 - 6 = 5 \\ 12 - 6 = 6 \\ 13 - 6 = 7 \\ 14 - 6 = 8 \\ 15 - 6 = 9 \\ 16 - 6 = 10 \\ 17 - 6 = 11 \end{array}$$

7

$$\begin{array}{l} 7 - 7 = 0 \\ 8 - 7 = 1 \\ 9 - 7 = 2 \\ 10 - 7 = 3 \\ 11 - 7 = 4 \\ 12 - 7 = 5 \\ 13 - 7 = 6 \\ 14 - 7 = 7 \\ 15 - 7 = 8 \\ 16 - 7 = 9 \\ 17 - 7 = 10 \\ 18 - 7 = 11 \end{array}$$

8

$$\begin{array}{l} 8 - 8 = 0 \\ 9 - 8 = 1 \\ 10 - 8 = 2 \\ 11 - 8 = 3 \\ 12 - 8 = 4 \\ 13 - 8 = 5 \\ 14 - 8 = 6 \\ 15 - 8 = 7 \\ 16 - 8 = 8 \\ 17 - 8 = 9 \\ 18 - 8 = 10 \\ 19 - 8 = 11 \end{array}$$

9

$$\begin{array}{l} 9 - 9 = 0 \\ 10 - 9 = 1 \\ 11 - 9 = 2 \\ 12 - 9 = 3 \\ 13 - 9 = 4 \\ 14 - 9 = 5 \\ 15 - 9 = 6 \\ 16 - 9 = 7 \\ 17 - 9 = 8 \\ 18 - 9 = 9 \\ 19 - 9 = 10 \\ 20 - 9 = 11 \end{array}$$

10

$$\begin{array}{l} 10 - 10 = 0 \\ 11 - 10 = 1 \\ 12 - 10 = 2 \\ 13 - 10 = 3 \\ 14 - 10 = 4 \\ 15 - 10 = 5 \\ 16 - 10 = 6 \\ 17 - 10 = 7 \\ 18 - 10 = 8 \\ 19 - 10 = 9 \\ 20 - 10 = 10 \\ 21 - 10 = 11 \end{array}$$

11

$$\begin{array}{l} 11 - 11 = 0 \\ 12 - 11 = 1 \\ 13 - 11 = 2 \\ 14 - 11 = 3 \\ 15 - 11 = 4 \\ 16 - 11 = 5 \\ 17 - 11 = 6 \\ 18 - 11 = 7 \\ 19 - 11 = 8 \\ 20 - 11 = 9 \\ 21 - 11 = 10 \\ 22 - 11 = 11 \end{array}$$

12

$$\begin{array}{l} 12 - 12 = 0 \\ 13 - 12 = 1 \\ 14 - 12 = 2 \\ 15 - 12 = 3 \\ 16 - 12 = 4 \\ 17 - 12 = 5 \\ 18 - 12 = 6 \\ 19 - 12 = 7 \\ 20 - 12 = 8 \\ 21 - 12 = 9 \\ 22 - 12 = 10 \\ 23 - 12 = 11 \end{array}$$

Multiplication

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

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