



Mrs. Nishitani, Room 12



2023 Family pictures



Hedeliza Fossaceca

- My husband Chris and I live in Dublin with our 8-year-old daughter, Chiara, who is attending 3rd grade here at Meadow Heights.
- This is my 23rd year of teaching! I am starting my 18th year at Meadow Heights!
- I have Master's Degrees in Special Education and School Administration.
- I have taught multiple grade levels within Special Education, and I currently teach Kindergarten through 2nd Grade.
- I enjoy spending time with my family, traveling, shopping, and gardening.

2nd Grade Daily Schedule

8:20 School Begins

* Students feel less stressed when they start their day at school on time.

10:30 Recess

12:15 Lunch

2:40 End of Day

Wednesdays: Early Dismissal @12:30

Curriculum



Zearn

Math: Zearn



Science: Twig

twig Science | CALIFORNIA



READING PROGRAM

Language Arts:

Benchmark and PAF

ALL ARE
WELCOME
HERE ♥

Meadow Heights
continues to be
dedicated to inclusive
practices.

INCLUSION

is based on the belief that students of all abilities have the right to an education that is **meaningful, appropriate, and equivalent** to that of their peers.

Early Literacy



READING
PROGRAM

PAF is a multisensory phonics-based program in which reading, spelling, and handwriting are taught as one unified lesson. It's a beginning reading program that meets the needs of all children, including those at risk for reading failure, and offers instructional techniques based on the latest scientific research.

PAF Program Implementation

PAF will be implemented as a Tier 1 reading program. PAF lessons will be delivered a minimum of 45 minutes to one hour a day, 5 days a week. Tier 1 instruction for the whole class by the classroom teacher.

Some Key Language Arts Goals for 2nd Graders:



*****Read aloud fluently and accurately and with appropriate intonation and expression.**

****Read and understand grade-level-appropriate material.**

****Read and respond to a wide variety of significant works of children's literature.**

***Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

***Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

***Assess how point of view or purpose shapes the content and style of a text**

***Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

****Write clear and coherent sentences and paragraphs that develop a central idea.**

Students progress through the stages of the writing process (prewriting, drafting, revising, editing successive versions)

(Personal Narratives, Information Pieces, and Opinion Pieces)

Other Key Language Arts Concepts:

- Decode nonsense words and regular multisyllable words.
- Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).
- Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/ flies, wife/ wives).
- Understand and explain common antonyms and synonyms.
- Use knowledge of individual words in unknown compound words to predict their meaning.
- Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).
- Identify simple multiple-meaning words.
- Use titles, tables of contents, and chapter headings to locate information in expository text.
- State the purpose in reading
- Use knowledge of the author's purpose(s) to comprehend informational text.
- Recognize and use knowledge of spelling
- Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).
- Restate facts and details in the text to clarify and organize ideas.
- Interpret information from diagrams, charts, and graphs.
- Follow two-step written instructions.
- Compare and contrast plots, settings, and characters presented by different authors.
- Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
- Compare and contrast different versions of the same stories that reflect different cultures.
- Identify the use of rhythm, rhyme, and alliteration in poetry.
- Group related ideas and maintain a consistent focus.
- Create readable documents with legible handwriting.
- Revise original drafts to improve sequence and provide more descriptive detail.

Some Key Math Goals for 2nd Graders:

- More advanced work with time and money.
- Represent and solve a variety of problems, including word problems, involving addition and subtraction.
- Add and subtract mentally within 20--fluently.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Represent and interpret data.
- Work with equal groups of objects to gain foundations for multiplication.
- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Reason with shapes and their attributes.



Key Math Concepts of Common Core K-12:

- 1) Make sense of problems and persevere in solving them.
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others.
- 4) Model with mathematics.
- 5) Use appropriate tools strategically.
- 6) Attend to precision.
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.

Unit 1: How can we understand and describe the land and water on Earth?



Unit 2: How can we describe materials as different from one another and understand how their properties relate to their use?



Unit 3: How do natural processes shape the Earth?

Unit 4: How do living things in an environment depend on one another and what do they need to grow?

Social Studies Focus

People Make a Difference

* Students understand the importance of individual action and character and explain how people from the past and present have made a difference in others' lives.

* Students differentiate between things that happened long ago and things that happened yesterday.

* Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

* Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.





Please make sure your child is getting enough sleep every night. We are working really hard at school, and they are exhausted!

Schoolage children aged 6-13 need 9-11 hours of sleep per night.*



IMPORTANT GOALS FOR THIS YEAR INCLUDE DEVELOPING...



- * THOUGHTFUL, INDEPENDENT WORKERS
- * KIND, EMPATHETIC CITIZENS
- * AMAZING READERS
- * THINKERS
- * PROBLEM SOLVERS

WE NEED TO CARE
LESS ABOUT WHETHER
OUR CHILDREN ARE
ACADEMICALLY GIFTED
& MORE ABOUT WHETHER
THEY SIT WITH
THE LONELY KID IN THE CAFETERIA.

STUDENTS MUST REMEMBER TO...

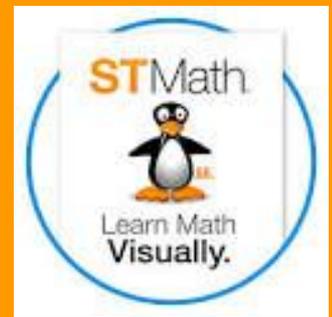
- ALWAYS BE KIND
- LISTEN to the teacher and each other
- Show RESPECT
- Be resourceful
- Work independently
- Use good manners
- Treat each other the way we want to be treated
- Raise our hand





****GIVE BLUE HW PAPER**

Homework



We are asking that you and your child practice reading for 20 minutes per day in addition to going to ST Math and Footsteps2Brilliance.

The Homework paper is a list of other important things to do when you have more time.

<https://docs.google.com/document/d/1Ph24IKuALaiZbHW7qKlauT6FOv022S8yhOfBFqHwOeU/edit>

Chromebooks will be sent home daily and are expected to be brought back and forth to school. Please make sure that they are fully charged.

Please make sure your child does the following EVERY DAY:

Chromebook Home Every Day





Charge Chromebook at Home Every Night

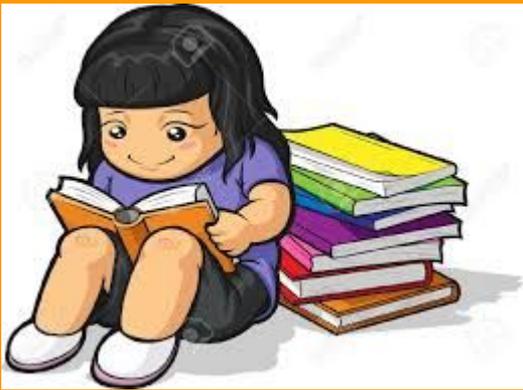




Return Charged Chromebook to School Every Day







*Have your child read to you.

*Read to your child.

*Take turns reading to each other.



*Stop and talk about the book--what is sad, funny, interesting, etc.

*Share and spread the JOY of reading!



Social Emotional Learning

Soul Shoppe

- Four assemblies throughout the year

“A world where respect and empathy are the norm, and every child can thrive and shine!”

- Soul Shoppe



Life Skills

Students learn and grow by practicing Life Skills.

August/September:
Growth Mindset

October:
Responsibility/Decision-Making

November:
Generosity and Thankfulness

December: Emotion Management/Mindfulness

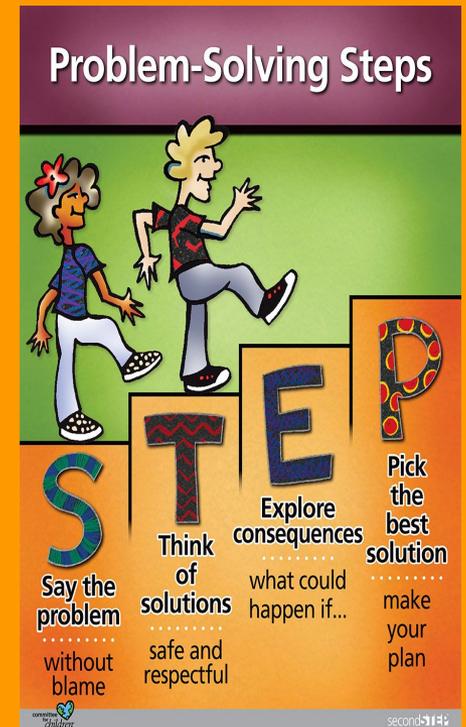
January:
Self Awareness/Emotion Management

February:
Empathy and Kindness

March: Problem-Solving and Perseverance

April: Resourcefulness

May and June: Patience and Flexibility





STAR of the WEEK

2nd Grade

The schedule is on Google Classroom, or you can pick up a packet tonight in class.

Mondays-- Student shares 3 (or more) photos and tells the class about them. Student can do this on a poster or make a slideshow.

Slideshow template: <https://docs.google.com/presentation/d/1n2VDeqkUigqcSZDOByCyoI8oSiFOX8z7RIM2uISiG2U/copy>

Tuesdays-- The class interviews the student.

Wednesdays-- The student tells the class about someone who has made a difference in their life/the world.

Thursdays-- The student asks the class a survey question, and we make a graph together in class.

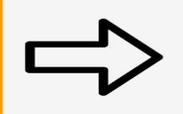
Fridays-- The student shares a special item and tells the class why it is special to them.

Specials: Music, Art, Library, P.E.

- Music - Myriad Music
- Art - continuing with the wonderful, Mrs. Duncan
- Legos
- Library - 30 minutes a week
- PE is 4 times a week (not on Wed.)

**Allows for small groups ($\frac{1}{2}$ & $\frac{1}{2}$)

A Quick Word on Report Cards

 They go home in December, March and June.

 Scores of 4, 3, 2, 1

**Very challenging common core standards—meeting the standard (a 3) is a big achievement.

 Social and Academic Responsibilities Section—so important!

Field Trip to Heal Farm
in Half Moon Bay
Thursday,
May 2nd, 2024



+ Bug Mobile Here
on Campus in June



Meadow Heights PTA



The PTA provides many programs and activities that directly benefit students to enhance their educational experiences at school. It wouldn't be possible without resources (both financial and volunteers).

[Join the Meadow Heights PTA here Today!](#)

[Meadow Heights Board Members](#)

[Meadow Heights Spirit Wear](#)



We are a team;
students benefit
most when we
work together as
a team--
school and home.
We are looking
forward to a great
year ahead!