

# Welcome to Second Grade!



# Second grade team



Ms. Brouillette



Ms. Daniel



Ms. Hoey



Ms. Hudspeth



Ms. Wimmer



Ms. Yi



# Classroom Community

- PBIS: (Positive Behavior Intervention Strategies)

S: Safety

T: Taking responsibility

A: Active Learning

R: Respect

- Starbucks will be given to students for following these standards.
- Starbucks will be kept at school in individual zip lock bags.
- Students can use star bucks to earn classroom prizes or school store prizes.
- School Store occurs once a month.

WE GOT THIS!







Be sure to include:

- Introduce your topic with a clear opinion
- Use facts and details from the articles that support your opinion.
- Include words that connect your ideas (descriptive and transition words)
- A conclusion that restates your opinion

### Opinion Writing

I think home-cooked meals are better than Convenience meals. First of all, Making meals from scratch saves money. A chicken dinner with potatoes and fresh corn on the cob cost about \$1.65 to make. Secondly, Homemade dinners often taste better. Cooks can add seasonings and other special touches to make the foods taste exactly the way they like them. Lastly, Homemade

# Writing

## Three types of writing

- ☐ Narrative Writing
- ☐ Informative Writing
- ☐ Opinion Writing

\*Your child will learn to respond to texts through writing.

You have read Grampy's Trip to the Store. Write a paragraph that explains how Grampy's feelings changed from the beginning of the story to the end.

You must include:

- o How Grampy felt in the beginning
- o Events that helped to change his feelings
- o How he felt at the end

### Informative Writing

This shows how Grampy's feelings changed in the begining Grampy is disappointed because there is no more chocolate bars on the shelf Grampy's feelings changed when the man put more candy on the shelf at the end Grampy is happy because there is more candy this shows how his feelings changed.

### Narrative Writing

One day Tim and Ray came to school to the PE teacher saying they are going to start a new unit backball. Tim loves basket and is pretty good but Ray does not know how to play Ray tells Tim "hey Tim can you teach me how to play." So Tim teaches Ray every evening at the school gym Tim teaches Ray the rules. Then Tim shows Ray how to dribble. last Tim shows Ray how to shoot. The next day at gym Tim saw how good Ray was so he ask him "how are you so good" Ray said "I tried to be good to try to make up sense you worked so hard to teach me."






# Fundations

## Units 1-17

- A parent letter will be in the newsletter on the website for each unit.
- We will begin by reviewing important skills learned in first grade.
- We will then cover various syllable types throughout the year: Closed, open, r-controlled, le-syllable, CVCe








Aa 	Bb 	Cc 	Dd 	Ee 	Ff 	
Gg 	Hh 	Ii 	Jj 	Kk 	Ll 	
Mm 	Nn 	Oo 	Pp 	Qu 	Rr 	Ss 
Tt 	Uu 	Vv 	Ww 	Xx 	Yy 	Zz 















# ABC





# Reading strategies

Before reading	Look at the words to read		Does it make sense?	
 Preview the text	 m-u-n-ch munch   Tap it out	 Scoop it Look for parts <i>Read all the way through the word.</i>	 Does it make sense?	 Reread 

Does it look right?			Does it sound right?			Does it make sense?		
 Tap it out sh-ou-t shout	 Scoop it	 Reread 	 Scoop it	  Read on and come back	 Reread 	 Look at the picture	  Read on and come back	 Reread 

# math



## Second Grade Year at a Glance

Quarter	Unit	Topic	Standards	MIP Modules	Days
Q1	2.1	Operational Fluency and Algebraic Thinking	<ul style="list-style-type: none"> <li>Basic Fact Memory (All 1-Digit Numbers)</li> <li>Computational Fluency with Numbers to 20</li> <li>Problem Solving Including Comparison Stories within 20</li> <li>Odd/Even</li> <li>Pictographs and Bar Graphs</li> <li>Arrays</li> </ul>	1, 2, 3 (p.00-80), 13	42 days
Q2	2.2	Numbers and Operations in Base Ten	<ul style="list-style-type: none"> <li>Addition and Subtraction of Two-Digit Numbers</li> <li>Word Problems Including 2-Step Story Problems</li> <li>Graphing</li> </ul>	1, 2, 4, 6, 7, 13	31 days
Mid-Year Assessment					
Q3	2.3	Geometry and Partitioning	<ul style="list-style-type: none"> <li>Attributes of Two-Dimensional Figures</li> <li>Partitioning Polygons into Equal Parts</li> </ul>	2, 14, 15	11 days
Q3	2.4	Linear Measurement, Time & Money	<ul style="list-style-type: none"> <li>Counting Money/Solving Problems with Money</li> <li>Time</li> <li>Length Measurement</li> <li>Line Plots</li> <li>Problem Solving Including Comparison Stories</li> </ul>	1, 2, 10, 11, 12, 13	31 days
Q4	2.5	Numbers and Operations in Base Ten	<ul style="list-style-type: none"> <li>3-Digit Place Value</li> <li>Addition and Subtraction of 3-Digit Numbers (Using concrete models, pictures &amp; place value)</li> <li>Word Problems of All Types</li> <li>Graphing</li> </ul> <p><i>Fact Fluency: Mixed Fact Addition/Subtraction</i></p>	1, 2, 4, 5, 8, 9, 12, 13	30 days
Q4	2.6	Foundations of Multiplication	Introduction to Multiplication as Arrays, Repeated Addition & Multiplication Equations		7 days
End-Of-Year Assessment					
	2.6	Foundations of Multiplication	Use strategies to solve multiplication facts of 2's, 5's and 10's (skip counting, repeated addition & doubles addition)	3	6 days



## Second Grade Focus:

- Add and subtract 10
- Differences of 10
- Use 10
- Use Doubles

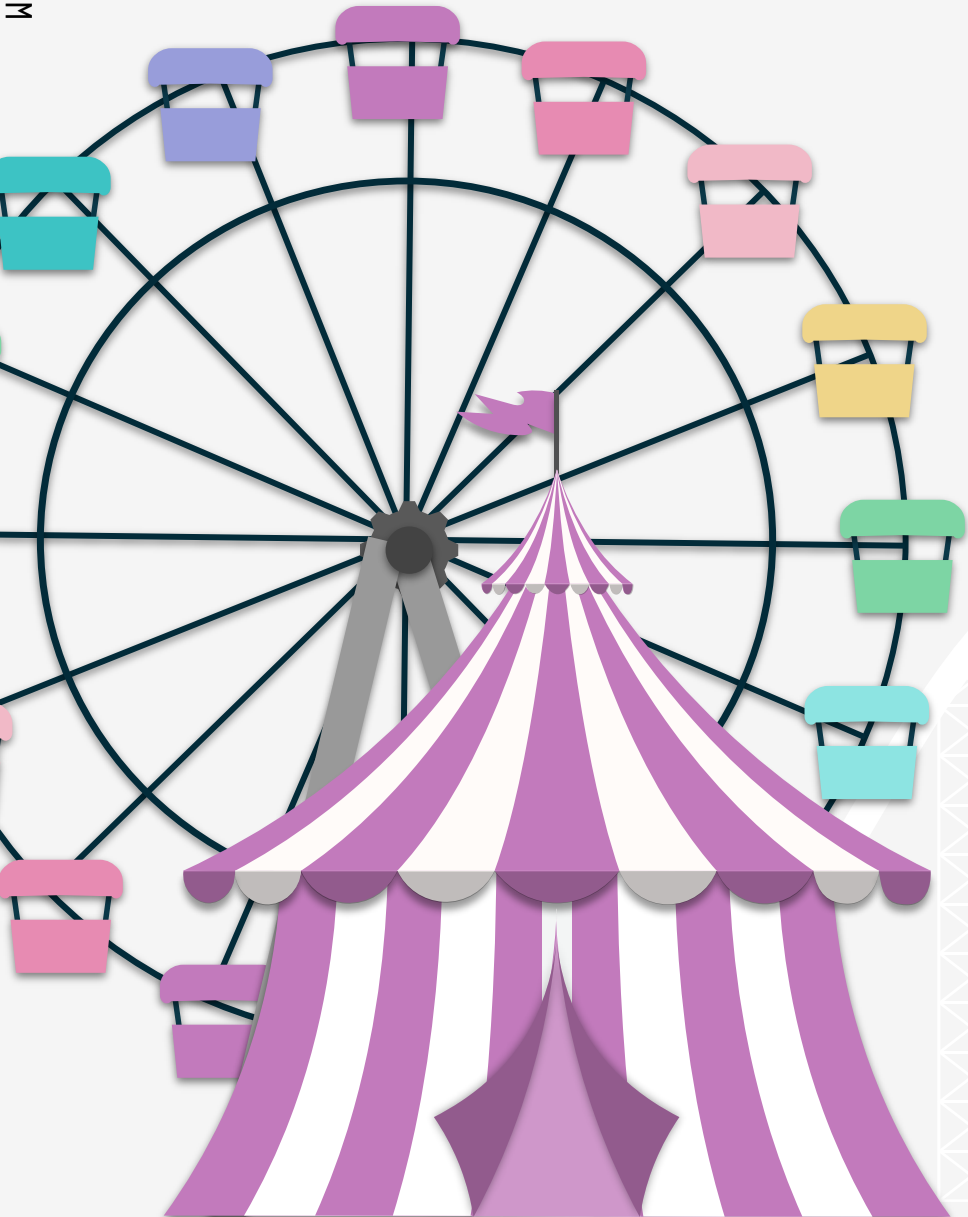
# Fact Fluency Phases

1. **Pre-Modeling Phase:** Answers incorrectly (guessing) or doesn't attempt to solve.
2. **Modeling Phase:** Modeling and/or counting all or counting on to find the answer: For example, using fingers to help keep track of their counts to solve  $5+7=?$
3. **Reasoning Phase:** Deriving answers using reasoning strategies based on known facts, such as solving  $5+7$  by thinking, "Five plus five equals ten, and two more will make twelve."
4. **Efficient Phase:** Mastery or efficient production of answers. For example, when asked, "What is  $5 + 7$ ?" a child might call out, "Twelve," and explain, "I just knew it."



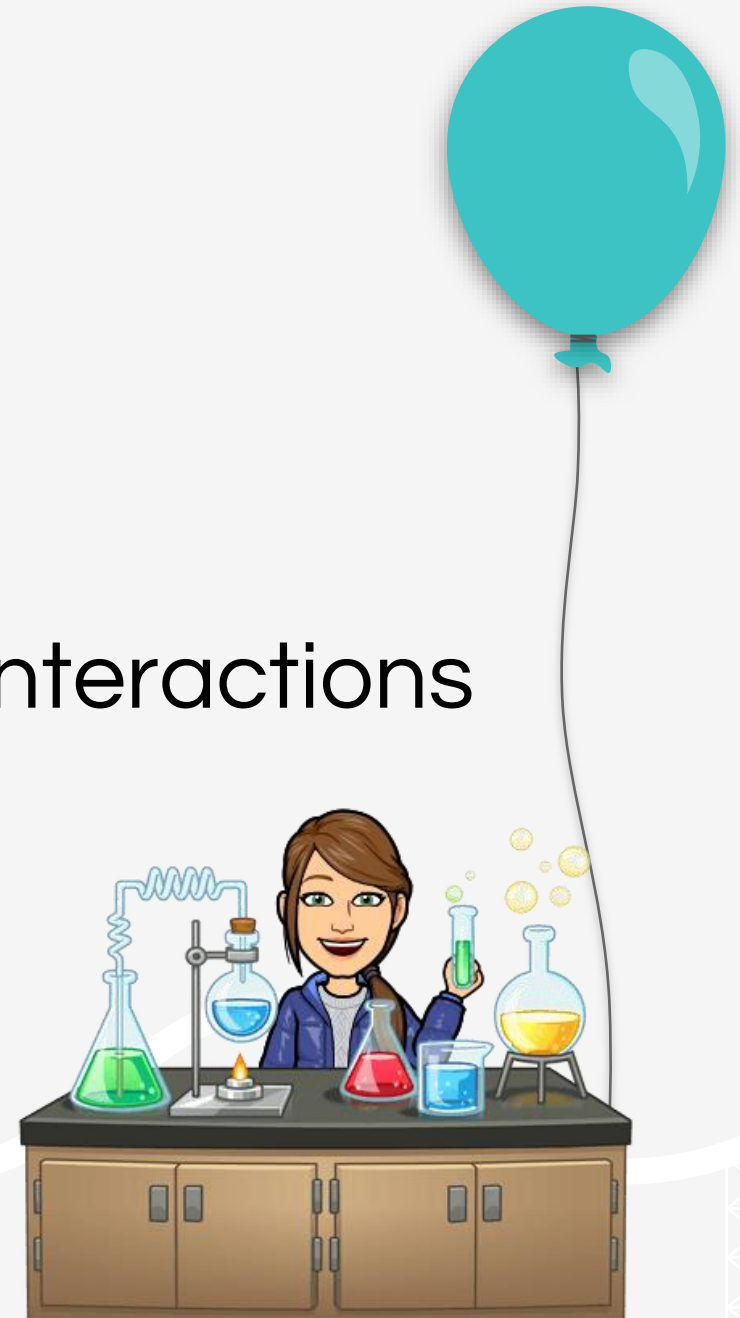
# Social Studies

- Responsible Citizens in the Community
    - Rules & Laws
    - US Symbols
  - Our Community at Work
    - Consumers & Producers
    - Goods & Services
    - Resources
  - The World Around Me
    - Map Skills
    - Cultures
- \*Celebrating America



# Science

- Waves
- Matter and Its Interactions
- Earth Systems





# Homework

- Homework will be assigned each week on Monday and to be returned to school on Friday.
- Each night will focus on a different concept that is being introduced in class. Example: Sight words, math facts, word problems, grammar.
- Students are encouraged to do this with minimal assistance from adults.

<u>Sight Words</u>	have, going, what, who, of
Monday	Write this week's sight words 5 times each.
	<b>Optional Activity:</b> Write a sentence using each of this week's sight words.
Tuesday	<b>Solve the word problem:</b> Sarah has some library books. She checked out 2 more books. Now Sarah has 6 library books. How many books did Sarah have to start? <i>Draw a picture and write an equation to show your work.</i>
Wednesday	Write 10 short "a" words.
	<b>Optional Activity:</b> Write 3 sentences using a short word.
Thursday	Practice Doubles Math Facts
	<b>Optional Activity:</b> Write out your doubles math facts.

**HOMEWORK**



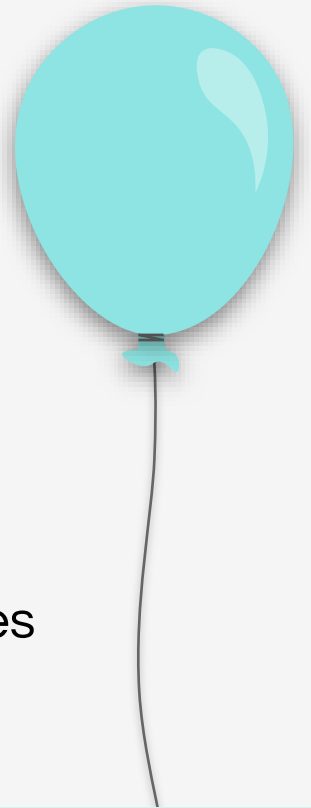
# Grading

- Students are graded on report cards with an O (Outstanding), S (Satisfactory), or N (Needs improvement).
- These may fluctuate over the course of the year as the curriculum intensifies.
- Interims will come home quarterly.
- On the report card, there will be a section that states whether the child is working below or on/above Second Grade expectations.

**O = Outstanding** – Students independently perform and earn a score of **90 - 100%** on assignments.

**S = Satisfactory** – Students **independently** performing and earning a score of **89 – 70%**.

**N = Needs Improvement** – Students independently performing and earning a score of **69% and below**



# Conferences



- Tuesday, October 17 - Teacher Request
- Wednesday, November 15 - Parent Request
- Thursday, December 7 - Parent Request
- Thursday, January 25 - Teacher Request

\*Scheduling conference information will be sent home prior to conference nights.





# Volunteers and Field Trips

Field trips information will be coming home throughout the year.

In the meantime, please visit the CCPS website and take the volunteer training.



# Let's have an awesome year!

