

2<sup>nd</sup> Grade  
HANDBOOK



2015-2016

# **Primary General Information**

## **Monday Folders**

### Second Grade

Monday Folders include graded student work, school wide newsletters and fliers, and a second grade newsletter detailing curriculum and important second grade information for the week.

## **Grading Scale**

The following grading scale will be used for grades Kindergarten through Second Grade.

H	High, Outstanding, Excellent Progress
S+	
S	Satisfactory Progress
S-	
I	Progress improving
N	Needs Improvement
•	Not Applicable

## **Personalized Education Plan (PEP)**

The Personal Education Plan (PEP) is a developmental tool that establishes a student's goals for the school year. Students are tested in reading and math during the first two days of school. This information, the test results from CSAP and CTB, and student work samples are taken into account when establishing goals and writing the PEP for each student. The PEP is reviewed with the student and parents during the Fall Parent/Teacher Conference. The goals on the PEP will guide instruction focus at school as well as needed at home practice of skills. At the Spring Parent/ Teacher Conference the PEP is reviewed and discussed in regard to meeting goals and/or continuing goals.

## **RtI**

### Response to Intervention (RtI)

RtI is the procedure under No Child Left Behind, to provide interventions for students who are not working at grade level. If a student does not respond to the interventions, s/he may be recommended for special education. RtI intervention is a three-tiered process. The three tiers are Universal, Targeted, and Intensive.

#### Universal:

Expectation is that 80% of the students in the classroom can perform at or above grade level, with little to no interventions.

#### Targeted:

Expectation is that 15% of the remaining students will require some type of outside intervention. Crown Pointe has graphed test results for each student and determined which students are consistently below grade level. We are currently providing small group instruction in struggling areas on top of the general education instruction to see if the "gap" closes. This intervention is provided during specials classes, so students are not taken out of core class instruction. We continually look at new data and graph new results to see if the intervention is making a difference; if so, we continue the intervention, if not, we increase the intervention (more time, more days, etc.).

Intensive:

If we determine that students are not making progress toward being on grade level, even with a variety of interventions in the targeted level, the student moves to the third tier. This tier provides students with intensive individual interventions. This is also the tier in which teachers can bring all data to the RtI team and ask that the student be considered for special education. Approximately 5% of the students in each class might need intensive interventions.

The RtI process allows students to receive appropriate interventions to help bring them up to grade level. Most students will be successful. However, we can assume that those students who continue to struggle, even with additional interventions, probably have a true learning disability and need special education services.

## **Retention Procedure**

Students progress from grade to grade usually spending one year at each grade level in order to meet grade level standards. However, some students will benefit from spending additional time on material at a particular grade level, or from progressing more quickly through the material. Students who exhibit definite and documented deficiencies in both academic and social areas will be considered for retention. Retention decisions will be based upon: 1) teacher documented anecdotal information, 2) parental anecdotal information, and 3) developmental and achievement test scores. Students considered for retention will receive RtI interventions. Parents will be informed in writing no later than the end of the third quarter and/or at spring conferences.

## **WOW Days**

Second Grade

As a school we have set aside a special day (“WOW Day”) for each child. This allows every child to pick a special day to celebrate themselves. (The “WOW” day may be your child’s birthday if it falls during the school year). Ideas to bring in on your child’s WOW day are pictures, a personal poster collage, a favorite stuffed animal or toy, special items or hobbies, etc. Healthy snacks can also be a part of this celebration, however, in the best interest of students health and nutrition, and in an effort to meet Wellness Policy guidelines, alternatives are suggested. “WOW” days are celebrated according to each classroom’s unique schedule. Refer to your classroom teacher(s) or look for information in their newsletters. If you would like to bring in a pet, please make prior arrangements.

## **Uniforms**

Be sure to check the policy for accepted uniforms. Be especially aware of:

- character and light-up shoes; Crocs are NOT allowed at any time.
- jewelry
- Crown Pointe sweatshirts only in the classroom
- extreme hair styles
- socks
- cargo pants
- snow boots
- trim on shirts

After ten (10) uniform violations of the same offense, the student will be assigned an after school detention.

## **Water Bottles**

## Second Grade

Students are encouraged to bring a water bottle to school to allow them access to water without leaving the room. We ask that bottles have a flip top/pull top lid rather than a cap that screws on to help prevent spills.

## Attendance

Regular and punctual daily attendance is important for the school interest, social adjustment and academic achievement of your child. Therefore, children should not be kept home from school unless they are ill or the family is faced with some emergency. Continuity in the learning process is seriously disrupted by excessive absences. Please see the Parent Handbook for information on reporting absences and requesting excused absences.

### Excessive Unexcused Absences:

A phone call/letter will follow to parent(s)/guardians, after 4 unexcused absences in a month or 10 unexcused absences in a year, notifying them of the requirements of the state attendance law.

### Excessive Tardies

Students will be excused for arriving late to school ONLY for appointments. Habitually late students will receive a phone call/letter after 4 unexcused late arrivals in a semester. After 4 tardies, a student will miss lunch recess for each additional tardy. After 10 tardies, a conference will be held, a plan will be developed and the student will serve after school detention for each additional tardy. If late arrivals continue, out of school suspension may result.

## Pick-Up – Holding Room – Walking – Riding Bikes

### Walking / Riding Bicycles

Children are permitted to walk and/or ride their bicycles to school at the discretion of their parent(s)/guardian. Bicycles are to be parked in the designated area. All bicycles are to be locked. Students are not permitted to ride bicycles during school hours nor on the school grounds either before or after school. A form from the parent(s)/guardian granting permission for the student to walk/ride to and from school must be submitted to the school office before permission is granted for the student to walk/ride his/her bicycle to school.

### Pick-up / Holding Room

At 3:25 p.m., teachers will release students from school. Teachers will remain with the students until 3:45. At 3:45, remaining students will go to the office. For students not picked up by 3:45, there will be a \$5.00 charge assessed for each child for each 15 minutes until they are picked up.

### Release to Persons Other Than Parents

Please make arrangements for after school play dates, etc. before your child arrives at school. We will not release your child to someone unless their name is on the pick-up list or we have a note from you.

## Party Invitations

Invitations given out at school for personal parties such as Birthday parties must be for the entire class. **If the whole class is not invited, invitations must be sent to each child's home address.** Invitations may not be handed out on school grounds to only some children or parents before or after school. Please be sensitive to the feelings of children not invited.

## **Quick Start**

### Second Grade

Quick Start is one hour of small group instruction offered in reading and/or math one to two days a week. It is held after school in the fall and spring semesters for children who need additional practice. Quick Start attendance is based upon teacher recommendation.

## **After School Activities**

### Second Grade

Students have the opportunity to participate in various after school activities. Watch the Monday Folder for offerings.

## **Medication**

Any medication sent to school must be in the original container and must be brought to the school office for safekeeping. A school authorized form signed by the parent(s) or guardian and doctor must accompany necessary medications. The following information must be written on the container: name of child, time medication is to be taken, and dosage. This includes cough drops and topical ointments such as lotions and chapsticks.

## **Volunteers**

### Second Grade

Most days parent volunteers work in the main building hallway grading papers, filing, preparing materials for class, and working with individual students. This limits distractions in the classroom. "Brown Bag" items can also be sent home for parents unable to help at school.

## **Field Trips**

### Second Grade

Our Second Grade class usually visits the Butterfly Pavilion, Four Mile Historic Park, and attends a literary performance at either the Mizel Theater or Arvada Center. We encourage family members to share in their area of expertise. Please see your child's teacher if you are interested in speaking to a class.

We rely on parents to drive on some of our field trips. As a chaperone you are responsible for those students in your car. All children must wear a seatbelt. No student can ride in the front seat that has an airbag. Some field trips are limited to the amount of adults, while others are not. Siblings are not permitted on field trips. Thank you for your understanding in this matter. Parents must submit paperwork for a DMV and background check at least 2 weeks prior to driving on a field trip. Current driver's license, proof of insurance and registration must on file in the office.

## **Breakfast/Lunch**

Breakfast is offered to all students before school. Children have the option of participating in the school lunch program or bringing their own lunches to school. Students will eat lunch in the designated area at the designated lunchtime. If you discover your child has forgotten his/her lunch, you may bring it to the front office and it will be delivered to the classroom. Phone calls will not be made home for forgotten lunches. Lunch money should be sent to the school in a sealed envelope. Please see the Parent Handbook for additional information about breakfast and lunch.

## **Accelerated Reader**

### **Second Grade**

Students need to read 15 minutes nightly in their AR book or designated decodable book. They need a parent signature in their homework folder/planner to show their assignment was completed. When a student does not return the AR homework (reading 15 minutes), the student will read their AR book during morning recess.

## **Homework**

### **Second Grade**

Second graders are expected to read 15 minutes per night in their AR or decodable book and complete 2 math worksheets nightly. Students will usually not have math homework on assessment days, which are usually every 5-6 school days. Total time spent each night should be approximately 40 minutes.

## **Absent Work**

If a child has an excused absence, they are allowed two days for every one day of absence to make up the required work. They may have time at school to make up the work or they may have to complete the make up work at home. It is the teacher's discretion to give assignments prior to a planned, approved absence.

## **Special Events**

### **Second Grade**

Second grade studies Immigration and Citizenship in December. As a culminating activity we have an International Party with food, games, and dress from other countries.

In the fall, students choose a state and design a display board to share at our "Coast to Coast" student-led presentation and music program.

## **Art Program**

### **CONTENT**

Core Knowledge Standards in visual arts; state standards in visual arts; art topics that correlate to academic learning in the classroom; exposure to a variety of art media and techniques; introduction of art specific vocabulary and techniques; art history related to studio projects; critique famous artwork and classmates' artwork.

### **TESTBOOK/MATERIALS**

No textbook, tempera, watercolors, color pencils, markers, oil pastels, chalk pastels, etc.

### **CLASS PROCEDURE**

Elementary classes rotate between having art once a week and twice a week by the semester. All class periods are thirty minutes in length. Students are expected to:

1. listen to directions and follow them the first time
2. raise their hand when they have a question, would like to share something, or need help
3. share art supplies with their classmates, act politely, and use kind words
4. use class time to discuss and create art
5. sit in "artist mode" (freeze, put supplies down, and put eyes on the teacher) when they hear the teacher's cadence clap

6. respect the classroom, supplies, and tools, and clean-up after themselves

## **Second Grade**

### **Reading**

#### **CONTENT**

Decoding, phonics, word recognition, oral fluency dictation, comprehension, and oral and written responses; poetry; fiction; Greek Mythology; Tall Tales; literary terms

#### **TEXTBOOKS/MATERIALS**

SRA “Imagine It” Anthologies  
SRA “Imagine It” Literacy Workbooks and various practice sheets  
Novels – A Christmas Carol, Charlotte’s Web, and Peter Pan

#### **CLASS PROCEDURE**

Reading time begins with whole class review of letter sounds, blends, and diagraphs. Then students meet in small reading groups with the teacher to work on vocabulary, reading skills/strategies and oral reading. Students rotate from reading group to AR reading/computer testing to independent seatwork time during the morning.

#### **HOW STUDENTS ARE GROUPED**

Students are initially tested for phonics and phonemic awareness along with oral and silent reading ability during the first week of school. Reading groups are ability based and are normally established during the second week of school. There is flexibility in moving from one group to another group as abilities change.

#### **HOW GRADES ARE DETERMINED**

Grades are determined daily workbook or skills pages, timed oral fluency readings, and weekly lesson assessments (vocabulary, comprehension, and grammar).

#### **PROFICIENCY EXPECTATIONS BY THE END OF THE YEAR**

Second Graders are expected to be on grade-level as determined by the STAR Reading test; They should be reading in the 2.2-3.3 AR range and passing the tests with an 80% average on a daily basis; They should have an 80% average on week lesson assessments as well as the Benchmark Reading Tests; They should read 2<sup>nd</sup> Grade sight words with at least 80% accuracy; They should average between 100-120 words per minute in oral reading; They should know story sequence as well as identify the main idea, the characters, the setting and the plot.

#### **LITERACY PLANS**

Literacy plans are established for children who need additional help in reading. Teachers, parents and students must be actively involved in achieving the goals established. A student who is on a literacy plan at the end of first grade will remain on a plan the beginning of second grade. A student may be placed on a plan the beginning of second grade if CTB scores and beginning of the year testing shows the need for a plan. In May, parents will be notified if their child has achieved the goals and will be removed from the plan or if the recommendation is made to keep their child on the plan until the beginning of the next school year.

### **Grammar**

#### **CONTENT**

Sentence construction, parts of speech, contractions, possessives, verb tense

**TEXTBOOKS/MATERIALS**

SRA “Imagine It” Literacy

**CLASS PROCEDURE**

Students learn jingles that teach them about complete sentences and the parts of speech. We classify sentences during whole group instruction. Then students begin to label the parts of speech in sentences on their own. Students are taught how to ask the right questions to find the role each word plays in a sentence. Students are constantly exposed to “see it, hear it, say it, do it” activities that make learning fun.

## Spelling

**CONTENT**

Each week, we have 15 spelling words with at least 10 of the words following the sound/spelling rule we are studying that week. The remaining words are frequently used words.

**TEXTBOOKS/MATERIALS**

List compiled from SRA “Imagine It” Reading Series and District 50 word list.

**CLASS PROCEDURE**

A spelling pretest is taken and spelling lists are sent home on Mondays. The spelling test is taken on Fridays. We will complete spelling activities and worksheets during class time, but it is highly recommended that students study their words at home.

## Handwriting

**CONTENT**

Zaner-Blozer manuscript

**TEXTBOOKS/MATERIALS**

Zaner-Blozer handwriting workbooks are used to practice letter formation.

**CLASS PROCEDURE**

One page of handwriting workbook pages is completed each day for handwriting practice. Second graders are also graded on their daily handwriting in a variety of written assignments.

## Creative Writing

**CONTENT**

Paragraph construction, webs to organize paragraphs, editing

**TEXTBOOKS/MATERIALS**

Six Traits of Writing; Step Up to Writing

**CLASS PROCEDURE**

Students are expected to write answers to questions in complete sentences. Short summaries of stories, chapters, and books are written. Students improve their paragraph writing by using transitions and varied beginnings. They learn to construct paragraphs having a topic sentence, three facts, three details, and a concluding sentence. Students also use webs to plan their paragraphs.



## Social Studies

### CONTENT

Geography: spatial sense, geographic terms;  
Early Civilizations: Asia, India, China; Modern Civilization and Culture: Japan;  
Ancient Greece;  
American Government: The Constitution; The War of 1812; Westward Expansion; Pioneers Head  
West; Native Americans; The Civil War; Immigration and Citizenship; Civil Rights;  
Geography of the Americas: North America, South America; Symbols and Figures

### TEXTBOOKS/MATERIALS

What Every Second Grader Needs to Know  
Pearson Learning Student Books Series  
Core Knowledge  
People Together books

### CLASS PROCEDURE

Units are covered in class by teacher lecture, class participation, and a variety of activities related to the topic for each unit. Study guides and tests are given at the end of each unit.

## Science

### CONTENT

Cycles in Nature: Seasonal Cycles, Life Cycles, The Water Cycle  
Insects  
The Human Body: Cells, Digestive and Excretory Systems; Taking Care of Your Body: A  
Healthy Diet  
Magnetism  
Simple Machines  
Science Biographies

### TEXTBOOKS/MATERIALS

What Every Second Grader Needs to Know  
Books To Build On

### CLASS PROCEDURE

Units are covered in class by teacher lecture, class participation, and a variety of activities related to the topic for each unit. Study guides and tests are given at the end of each unit.

## Character Education

### CONTENT –

Lessons center on the “Six Pillars of Character” which are: trustworthiness, respect, responsibility, fairness, caring, and citizenship. At the second grade level, these traits are taught as being an honest person, being a polite person, being an excellent worker, being a good listener, being a person who shares, and being a rule follower. Students are also encouraged to use the STAR problem-solving model (stop, think, act, review) in making behavior choices.

### TEXTBOOKS/MATERIALS

Young’s People’s Lessons in Character

### CLASS PROCEDURE

Lessons come from text suggestions and workbook pages as well as internet resources surrounding the topics appropriate for second graders. Students participate in class discussion, complete worksheets, listen to stories about character traits, and play games.

# Primary Math

## Second Grade Math

### **ABOUT *GO MATH!***

We live in a mathematical world. Never before has the workplace demanded such complex levels of mathematical thinking and problem solving (National Council of Teachers of Mathematics, 2009). Clearly, those who understand and can do mathematics will have opportunities that others do not—and building students’ early foundational skills is essential. An analysis of the results of the Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA) led researchers to conclude that “countries that want to improve their mathematics performance should start by building a strong mathematics foundation in the early grades” (American Institutes for Research, 2005, p. v).

The Common Core State Standards at the elementary grade levels were written to provide such a foundation for young students. The standards describe the content and skills needed for young students to “build the foundation to successfully apply more demanding math concepts and procedures, and move into applications” (Common Core State Standards Initiative, 2011).

The Common Core State Standards (CCSS) were systematically developed to:

- Be research-based;
- Focus on the critical skills at each grade level;
- Encourage conceptual mastery of key ideas;
- Develop students’ mathematical understanding and procedural skills;
- Prepare students for the demands of the future—in school and work.

The standards detail the knowledge—content and processes—students need at each grade level, but the standards do not describe the instructional approaches needed to meet the standards. Thus, an effective instructional program is needed to bridge between the expectations set out by the standards and the desired student learning and achievement. This alignment between standards, curriculum, instruction, and assessments is critical. Researchers looking at effective educational practices identified nine characteristics of high-performing schools, and reported that several of these relate to standards and standards alignment. High-performing schools have a clear, shared focus; high standards and expectations for all students; and curriculum, instruction, and assessments aligned to the standards (Shannon & Bylsma, 2003).

**Houghton Mifflin Harcourt’s GO Math!** was developed with the Common Core State Standards for Mathematics as a foundation, and uses research-tested approaches to address the rigors of the Common Core. Throughout **GO Math!** alignment with the Common Core is made explicit. At every grade level, the program is organized around the Critical Areas identified in the Common Core. A special color-coded system in the student and **Teacher Editions** make each Critical Area easy to locate and use. The Mathematical Practices are completely imbedded in the lessons.

Teachers who use **GO Math!** can be assured of meeting the expectations of the Common Core. Beyond this alignment with the content and practices of the Common Core, **GO Math!** represents a comprehensive system of mathematics instruction that includes multiple instructional approaches, diagnostic and formative assessments linked to differentiated instructional resources and tiered interventions, and technology solutions designed to support and motivate students.

### **CONTENT**

**Operations and Algebraic Thinking:** Represent and solve problems using addition and subtraction; add and subtract within 20. **Number and Operations in Base Ten:** Understand place value; use place value understanding and properties of operations to add and subtract. **Measurement and Data:** Measure and estimate lengths in standard units; relate addition and subtraction to length; work with time and money; represent and interpret data. **Geometry:** Reason with shapes and their attributes.

## **Primary Physical Education**

### **CONTENT**

Grades K-2 will be following a movement-based curriculum guided by the research based SPARK PE program. They will be learning and developing lots of basic skills in ways that use problem solving and plenty of discovery. There are various areas of focus throughout the year. First, students refine and learn all types of locomotor movement and travel. Second, students practice simple gymnastics or body manipulations. Third, students participate in many fitness and health oriented activities. Next is manipulative skill building, primarily throwing/catching/kicking/dribbling/ striking. Lastly is plenty of explorations and game play. Students will learn and practice new skills/movements individually and in large groups.

### **TEXTBOOK/MATERIALS**

All students are expected to wear tennis shoes during P.E. class. Girls must have shorts under dresses or skirts (Skorts are ok!).

### **CLASS PROCEDURE**

All elementary classes have P.E. twice a week throughout the school year. All class periods are thirty minutes in length. Classes are sometimes taken outside. Students perform a structured warm-up, often followed by fitness exercises. Then practice activities or games follow. During class students are expected to:

1. Be safe
2. Be Responsible
3. Be Respectful