

2nd Grade
HANDBOOK



2018-2019

General Information

Monday Folders

Second Grade

Monday Folders include graded student work, school wide newsletters and fliers, after school activities 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.

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. **No pets are allowed.** Healthy snacks can also be a part of this celebration. “WOW” days are celebrated according to each classroom’s unique schedule. Refer to your classroom teacher(s) or look for information in their newsletters.

Uniforms

Please see the Parent/Student Handbook for the Uniform Policy. 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.

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.

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

Students usually attend 2-3 field trips throughout the year. This is subject to change from year to year. Buses will be provided and students must ride with the class to and from the field trip. Any parents or guardians attending the field trip must have an annual background submitted at least 2 weeks prior to the field trip. We recommend submitting this with your annual registration paperwork. Siblings may not attend.

Accelerated Reader

Second Grade

Students need to read 15 minutes nightly in their Accelerated Reader book or designated decodable book. Students are expected to be ready to test on their AR books every day to two days for fiction and/or non-fiction books. The timeline for students to finish chapter books is within around a week. When a student does not return 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 book or Decodable book and complete one math worksheet (front and back) nightly. Students will not have homework on assessment days.

Special Events

Second Grade

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.

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.

CURRICULUM

Language Arts

Reading:

Textbooks/Materials

Core Knowledge Language Arts

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 End of the Year

Second Graders are expected to be on grade-level as determined by the Galileo 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 2nd 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 scores at 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.

Spelling:

Textbooks/Materials

Core Knowledge Language Arts

Handwriting:

Content

Handwriting Without Tears

Textbooks/Materials

Handwriting Without Tears workbooks are used to practice letter formation.

Creative Writing:

Content

Paragraph construction, webs to organize paragraphs, editing

Textbooks/Materials

Core Knowledge Language Arts

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 History & Geography
People Together books

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

Character Ed

Content

Lessons revolve around these Character Traits: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

Textbook/Materials

Various Materials

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 tired 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.

Specials

Elementary students rotate through three specials: P.E., Art, and Music. All special classes are thirty minutes in length. Every class attends an EXPO class one time a week for 30 minutes.

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 lean 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

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.

Textbooks/Materials

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

Expo

Content

Building, designing, researching, growing...no worksheets allowed. Watch our EXPO blog on the CPA website