Mrs. McGriff mcgrich@richmond.k12.ga.us

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A note from the teacher…

Hello, my name is Christyan McGriff. I’m thrilled to be teaching SECOND GRADE this year! I was born and raised in Augusta, Georgia. I received my Bachelor's Degree at Brenau University, and I plan to return next year to work on my Master’s Degree. This is my first year teaching Second Grade, and I'm excited to teach second grade this year. I’ve been a Co-Teacher for three years prior to teaching second. I believe I’ll be a great asset to second grade because I have a passion for children, and I believe that all children can learn. My goal is to help students develop the knowledge, skills, and experiences they must have to become proficient in all subjects and to prepare them for life outside of the classroom. I love thrift shopping, reading, drinking Dunkin Donuts coffee, and spending time with my family! I'm a United States Air Force Veteran, a wife, mother of 6. Finally, I also have a fur baby (Huge black Lab.

Communication:

Communication is vital. You can use the above email to email your child’s teacher. For instant electronic communication purposes, we will use Class Dojo. This app will allow us to share messages, pictures, and videos. Class Dojo also has a built-in behavior management component that the teacher can use to award points for positive behaviors and deduct for negative behaviors. Teachers will sign parent(s) up for the app using the phone numbers that are provided. Please be reminded that it may take a little while to respond, especially if we are teaching during the day.

**Welcome to Second Grade**



Course Content:

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| --- | --- |
| **ELA/Reading:**  | Students will concentrate on reading, writing, grammar, phonics, and will build rich vocabulary.  |
| **Math:**  | Students will focus on four major math domains: operations and algebraic thinking, number and operations in base ten, geometry, measurement and data |
| **Science:** | Students will explore scientific inquiry to study matter, the water cycle, force and motion, astronomy, and life cycles |
| **Social** **Studies:**  | Students will learn more about the state they live in by studying the founding of Georgia, famous Georgia leaders in and out of office and those who fought for civil rights |

Second Grade Big Ideas

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| --- | --- |
| **ELA/Reading****Unit 1 – Question It!*** Ask and answer questions
* Words in context
* Narrative writing **Unit 2 – Tell About It!**
* Retell stories
* Central message
* Main topic
* Words in context
* Informative/explanatory Writing **Unit 3 - Describe It!**
* Character response
* Text connections
* Words in context
* Opinion writing

**Unit 4 – Compare and Contrast It!*** Compare and contrast stories/ points in texts
* Words in context
* Narrative writing

**Unit 5 - Identify It!*** Retell stories
* Central message
* Main topic
* Words in context
* Informative/ explanatory writing **Unit 6 – Explain It!**
* Character response
* Text connections
* Words in context
* Opinion writing

Fundations (phonics) scope and sequence can be found on your child’s teacher’s webpage | **Science** **Unit 0 - Think Like a Scientist*** Proper lab safety procedures
* Science and Engineering Fair

**Unit 1 – Matter*** Classification based on Physical Properties
* Changes in Matter

**Unit 2 – Force and Motion*** Force and Motion

**Unit 3A - Day and Night Sky*** Patterns of the Sun and Moon
* Sun’s effect on Earth

**Unit 3B – Stars*** Physical attributes of the stars

**Unit 4 - Stability and Change in Plants &** **Animals*** Life cycles of plants and animals
* Changes in environment (by weather, plants, animals and humans)

**Science and Engineering Practices** * Obtaining, evaluating, and communicating information
* Construct explanations and designing solutions
* Planning and carrying out investigations
* Asking questions and defining problems
* Developing and using models
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| **Math****Unit 0 - Think Like a Mathematician*** Solve addition/subtraction word problems within 20
* Add/subtract within 20 & fluently within 10

**Unit 1 – Extending Base Ten Understanding*** Understand three-digit numbers
* Read and write numerals to 1000
* Compare three-digit numbers

**Unit 2 – Becoming Fluent with Addition and** **Subtraction*** Solve addition/subtraction word problems within 100 fluently
* Add/subtract within 100 (paper pencil), fluently with mental math within 20, & from memory within 20 (by the end of 2nd grade)

**Unit 3 – Understanding Measurement Length and Time*** Measure length & compare lengths of
 | **Social Studies****Unit 0 - Think Like a Historian*** Concept of Government
* Need for Rules and Laws

**Unit 1 – Our Georgia*** Describe how features define Georgia’s surface
* Define the concept of government and the need for rules and laws
* Identify the President, Governor, and Mayor and where they work
* Locate and compare 5 regions and 3 major rivers of Georgia
* Identify ways in which goods and services are allocated

**Unit 2 – Georgia’s First People*** Describe the Georgia Creek and Cherokee

cultures of the past, including how their cultural and geographic systems were important |
| objects* Add/subtract with length of a line diagram
* Tell and write time to the nearest five minutes using AM and PM

**Unit 4 – Applying Base Ten Understanding*** Add/subtract within 1000
* Solve addition/subtraction word problems with money

**Unit 5- Developing Multiplication*** Use addition to find the total number of objects in a rectangular array
* Write an equation to express the total sum

**Unit 6 – Understanding Plane and Solid** **Figures*** Partition circles and rectangles into two, three, or four equal shares

**Standards for Mathematical Practice*** Make sense of problems and persevere in solving them
* Reason abstractly and quantitatively
* Construct viable arguments and critique the reasoning of others
* Model with mathematics.
* Use appropriate tools strategically
* Attend to precision
* Look for and make use of structure
* Look for and express regularity in repeated reasoning
 | * Describe life contributions, and character traits of Sequoyah (development of the Cherokee alphabet)
* Explain that because of scarcity, people must make choices that result in opportunity costs

**Unit 3- Georgia Becomes a Colony*** Describe life, contributions, and character traits of James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) and the Cultural and Geographic Systems
* Identify ways in which goods and services are allocated
* Explain how money makes trade easier than barter

**Unit 4 – Georgians and Civil Rights*** Describe life, contributions, and character traits of Jackie Robinson (sportsmanship and civil rights), including how their cultural and geographic systems were important
* Describe the life contributions of Martin Luther King, Jr. (leadership and human rights)
* Explain how economic choices result in opportunity cost

**Unit 5 - Georgia Leaders*** Describe life, contributions, and character traits of Juliette Gordon Low (Girl Scouts and leadership), including how their cultural and geographic systems were important, and Jimmy Carter (leadership

and Human Rights)* Describe costs and benefits of personal saving and spending choices.
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Instructional Materials:

**Text(s):** **ELA/Reading** – Benchmark Literacy, Fundations

**Math:** Ready Classroom Math

**Science** – Georgia Science, HMH

**Social Studies:** K-2 Studies Weekly; 3-5 Easy Bridge

**Software:** i-Ready Math and Reading, First in Math, XtraMath, Splash Learn

Grade Communication

Signed papers will be sent home weekly. Each Friday afternoon look in your child’s folder for the signed papers packet. Please review the papers with your child, sign the top cover sheet, and return the ENTIRE packet the following Monday. If you have a question, comment, or concern please write a note on the cover sheet or contact your child’s teacher.

Grading

Grades are recorded using Infinite Campus. Grades will be recorded in a timely manner. Please understand that some assignments require a longer grading period than others.

Students will be graded using standards-based grading. Grading will represent student progress toward meeting the academic standards using the rating scale below:

○ Level 4 = (Distinguished Learner) Consistently and independently achieves the standard with evidence of exceeding the standard.

○ Level 3 = (Proficient Learner) Consistently and independently achieves the standard.

○ Level 2 = (Developing Learner) Progressing toward achievement of the standard.

○ Level 1 = (Beginning Learner) Limited or minimum progress toward achievement of standard.

These categories are used across all content areas - Math, English Language Arts, and Social Studies/Science. If you have any questions regarding standards-based grading please let your child’s teacher know.

Homework:

Homework is used to sharpen and review skills that are being taught so that it can help to build understanding. It can also be a time to connect with your child to learn what they are learning in school. Homework is used to sharpen and review skills that are being taught so that it can help to build understanding. It can also be a time to connect with your child to learn what they are learning in school.

Homework will be assigned for Monday-Thursday and students are expected to complete the homework assignments and bring back to school by Friday. We will discuss the homework during the week to clear up any misunderstandings.

What should you expect for homework?

* Math - Students will receive a spiral math review paper that will review the second-grade math standards. o ELA - Students will also receive a language arts spiral review that helps to review the many components of ELA. o Reading – Your child will read a fluency passage each night and mark where they stopped reading at the given time. At Goshen we love to read, so you should also expect a monthly reading log that coincides with our schoolwide reading contests! o Vocabulary Words – Students will be given a list of five or six vocabulary words to study for the week. Students should know the definition of the word and be able to apply it in the correct context (use

it in a sentence). Vocabulary words will be posted in your child’s agenda. Study whatever way works best for your child. o Sight Words – Students will be given five or six sight words to recall by the end of the week. A complete comprehensive list will be sent home, but the weekly list will be posted in your child’s agenda.

* Phonics – Your child’s teacher will determine whether phonics homework is needed to be successful. Each unit in phonics comes with a family letter that provides information about the current unit. The family letter also contains homework. Your child’s teacher will share these family letters through Class Dojo. You can also find the family letters on your child’s teacher’s webpage. You are not required to print the family letters.

iReady

As you may know we use i-Ready to help students gain knowledge in content areas. But what is i-Ready really?

 “***i-Ready Instruction:*** *i-Ready* provides students digital instruction that meets them where they are–at their level. It allows them to work independently on their own personalized online instruction plan, in lessons that are assigned based on the results from the *i-Ready Diagnostic* test.

 The lessons include three parts, consisting of a tutorial, guided practice, and a graded activity. This exciting format and engaging content draws students in right away. Students get supportive, real-time feedback on their progress in each skill; they see motivating messages and earn credits after completing lessons, which builds their

investment in learning.” <http://i-readycentral.com/familycenter/what-is-i-ready/>

 Students are encouraged to use i-Ready for 45 minutes a week in **both** Math and Reading. Students will work on i-Ready while at school and are highly encouraged to work on i-Ready at home. Time completed will be noted with signed papers, so parents/guardians are made aware if your child is meeting the 45 minute time goal each week.

Class Participation:

Students are expected to participate in class each day. Participating means being in class, listening to instructions and explanations for class work, completing classroom tasks, asking questions when necessary, answering questions when asked, cooperating, and following classroom policies. Essentially, class participation is doing your best to learn and help others learn while allowing the teacher to teach.

Class Attendance - Arrival and Dismissal:

Students are expected to arrive to school on time each day. Breakfast is served from 7:45 am -8:10 a.m. The instructional day begins at 8:20.

Students who arrive after 8:20 am will be considered tardy. If your child is tardy to school, please make sure that you walk them into the school and sign them in with the office.

If for any reason your child is absent from school, please let your child’s teacher know. Please be reminded that when your child returns to school after an absence, you should also send in a written explanation for that absence. These notes must be turned in the office. Be aware that RCBOE has a protocol regarding the number of absences our child can accumulate, so please refer to the Student Handbook to find the most current policy.

If your child’s mode of transportation changes, a written note **MUST** be sent to your child’s teacher. Text messages **will not** be accepted as a written note because your child’s teacher may not see the message. If there is a true emergency, you can call the office so that they can better assist.

Classroom Expectations:

**Along with the posted Class Rules, you are expected to:**

* be in class on time and ready to learn.
* come to class prepared every day (green folder and agenda).  show respect to others (the teacher, classmates, and other adults)  be courteous to others.
* be an active participant in class activities.

'Behavior Management Plan for Mrs. McGriff’s class

Graded papers will go home on every other Friday. The conduct sheet will come home weekly on Friday. The conduct sheet and graded papers will be inside their conduct folder. The conduct sheet will be reporting any disciplinary problems that may have occurred that week. **Parents are expected to sign and have the students return the conduct sheet and graded papers the following Monday.**

We believe communication between parent and teacher is very imperative. Students in the 2nd grade will be receiving a FREE agenda or Folder, which is one tool that can be utilized to communicate. Also, feel free to call the school, email, or text via Class Dojo App regarding any concerns or questions. Graded papers will go home on every Friday. The conduct sheet will come home weekly on Friday. The conduct sheet and graded papers will be inside their conduct folder. The conduct sheet will be reporting any disciplinary problems that may have occurred that week. **Parents are expected to sign and have the students return the conduct sheet and graded papers the following Monday.**

# Standards/ Rules

* Follows oral and written directions.
* Works independently
* Works Cooperatively
* Participates in Class
* Completes Classwork
* Completes Homework
* Produces Best Work
* Demonstrates Self-Control

# Consequences

* Verbal Warning
* Alternate Activity at Recess (The students will walk 5 minutes per each infraction on the track, so that they can reflect on how to improve.).
* Silent Lunch/ Writing a Reflection
* Contact Parent
* Teacher/Parent Conference
* Disciplinary Referral

# Positive Reinforcements

* Verbal Praise
* Smile, hug, pat on the back
* Stickers
* Candy
* Notes/Calls Home  Class Treats
* Class Dojo Points

Additional resources for my class can be found on Goshen’s webpage under my name.

We look forward to a successful second grade school year with your child.

♥The Second Grade Team

 Mrs. DiRenzo, Ms. Edwards, Ms. Paker, Mrs. McGriff

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_