



Welcome to Second Grade

Hello, I am so excited to be your 2nd grade teacher! It is going to be a great year full of new friends, new adventures, and new discoveries. I was born and raised in Augusta Georgia. I received my Undergraduate Degree from Benedict College in Columbia S.C. and I obtained my Master's Degree from Troy State University in Augusta Ga. I have one daughter whose name is Ebonee'. I love reading, dancing, shopping, and watching pro football!

Welcome to 2nd Grade

- **Communication:**

Communication is vital. For instant electronic communication purposes, we will use Class Dojo. This is my preferred means of communication and helps to make sure that your messages are seen and responded as quickly as possible. 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. Please use the following link to connect to your child's class dojo. <https://www.classdojo.com/invite/?c=CEBHS3>

- **Syllabus**

Course Content:

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

ELA/Reading

Unit 1 – Question It!

- Ask and answer questions
- Words in context
- Narrative writing

Unit 2 – Tell About It!

Science

Unit 0 - Think Like a Scientist

- Proper lab safety procedures
- Science and Engineering Fair

Unit 1 – Matter

- Classification based on Physical Properties

- 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

Foundations (phonics) scope and sequence can be found on your child’s teacher’s webpage

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)

- 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

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

Unit 3 – Understanding Measurement Length and Time

- Measure length & compare lengths of 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 the Georgia Creek and Cherokee cultures of the past, including how their cultural and geographic systems were important
- 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.

Instructional Materials:

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

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 Tuesday 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 day. 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.

Grade Reporting Cycle

- Each semester represents an 18-week grading period.
Progress report 1 will be issued at the end of the first 6 -weeks.
Progress report 2 will be issued at the end of the 12-weeks.
Semester Report Card will be issued at the end of the 18-week grading period.
- Each progress report will reflect the student's cumulative achievement (the result of all grades since the first day of the semester).
- The student's final grade will reflect their cumulative achievement from the first to the last day of the semester.

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 by Friday morning. 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.
- **Reading** – Your child will read a fluency passage each night and mark where they stopped reading at the given time. Students will then be graded on their ability to read on grade level that following Friday using the reading passage that was assigned for homework.
- **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 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 for students:

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 (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. Bell's class

As mentioned previously we will be using class dojo for our individual behavior management system. Additionally, we will be using a whole brain teaching approach called the score board during whole group instruction. Please see below for more details.

- Class dojo: Points will be given throughout the day to individual students for following directions, completing work, and demonstrating positivity. For example, they can earn points for meeting their I-ready time goals, homework completion, etc. Students can also have points removed for not following directions.
- The class score board: As a whole group the class will earn positive and negative points throughout the day for either following the rules or not following the rules. Students will not be called out individually. This approach is meant to be fun and encourage students to feel self-fulfillment at the end of the day if they earn more positive points than negative and to encourage students to behave better the next day if they earned more negative

For severe or excessive misbehaviors parents will be contacted and the behavior will be documented. If severe or excessive misbehaviors progress after parents have been notified, further actions with administration will be taken to help ensure that the behavior is eliminated.

A conduct report will be sent home along with your child's signed work packet at the end of the week.

Important Information

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

Ms. Edwards , Mrs. DiRenzo, Ms. Parker, & Mrs.McGriff

Student Signature_____

Parent Signature_____

Date_____