

# Curriculum Night

2nd grade



# 2nd grade Communication

- \* Please check take home folder every night
- \* Send in note if dismissal plans are going to change
- \* Check in at the office and get visitors badge when entering the school
- \* Send lunch money in envelopes provided by school
- \* Book Orders - make checks out to Scholastic Book Clubs





# PBIS

- \* PBIS stands for Positive Behavioral Intervention and Supports
- \* School-wide rules and procedures are taught and practiced
- \* Blue wave tickets emphasize positive reinforcement outside the classroom
- \* Safe, Respectful, Responsible
- \* Data driven program, research based



# Daily Schedule

- \* Morning Routine
- \* Acceleration Groups
- \* Morning Meeting
- \* Writing Workshop
- \* Snack break
- \* Math
- \* Special
- \* Recess/Lunch
- \* Reading Workshop/Phonics
- \* Reading Workshop



# Acceleration Groups

- \* 30 minutes, 4 x per week
- \* lasts 4-6 weeks
- \* data driven
- \* flexible groupings
- \* aimed to provide acceleration in specific skills  
for all students



# Writing Workshop

## \* Learning Outcomes:

- \* Exposure to: Personal Narratives, Nonfiction, Story adaptations, Poetry, Friendly Letters & Opinion Writing
- \* Writing Process: taking the child through generating ideas, drafting, revision & publishing
- \* Writing Mechanics: Standard capitalization, punctuation & spelling of high frequency words (using "kid friendly / phonetic spelling on challenging words)
- \* Responding to writing prompts

## \* How you can help out at home:

- \* Telling and retelling stories
- \* Reading a wide variety of genres
- \* Writing with your child; having your child write the grocery list, to-do list or postcards to family/friends



# Math Workshop

## \* Learning Outcomes:

- \* Adding & subtracting 2 digit and 3 digit numbers up to 1 000, which may involve regrouping numbers
- \* Tell and write time to 5 min intervals and counting coins (up to and over a dollar)
- \* Increasing the fluency of addition & subtraction facts up to 20 by the end of the school year
- \* Writing mathematical equations & explaining their thinking, including word problems
- \* Using mathematical vocabulary - greater than, less than, digits, total, place value, sum, equals, doubled, altogether
- \* Knowing the place value of numbers up to 1 000
- \* Measuring the length of an object using 2 different tools
- \* Knowing if a group of objects (up to 20) is odd/even

## \* How you can help out at home:

- \* Skip counting 2's, 5's and 10's, Counting coins, telling time, playing the games, making kids explain their thinking, measuring with cooking/baking





# Reading Workshop

## \* Reading Workshop

\* Read to Self, Read to Someone, Word Work, Writing

## \* Learning Outcomes:

\* Read everyday, talk about books, make careful book choices and develop a willingness to read in a variety of genres.

\* Build comprehension by using a variety of strategies

\* Develop accuracy by using tools to figure out tricky words

\* Develop fluency by practicing oral reading

\* Expand vocabulary by exposure to a wide variety of genres and topics

## \* How you can help out at home:

\* Reading at home should be **SUCCESSFUL** not stressful, have fun!, read every night, talk about the stories





# I.B.

**\* P. 0.1**

**\* Learner Profile Attributes (LPA):**

**\* knowledgeable, thinker, communicator, caring, principled, inquirer, reflective, courageous, balanced, open-minded**

**\* I.B. Units:**

- \* Everything in its place**
- \* The moral of the story is...**
- \* What makes a Hero?**
- \* States of Matter**
- \* Earth changes**
- \* Can't live without you**



# Spanish



- \* 30 min. a week
- \* Teaching how to be a language learner using Comprehensible Input (CI)
  - \* Movement (Total Physical Response)
  - \* Connections - Recognizing Cognates
  - \* Acquiring High Frequency words
- \* Acquisition vs. learning - the way babies learn a language (Krashen's Theory)
- \* Phases during acquisition:
  - \* Comprehension - silent period
  - \* One word production
  - \* Mini sentences
  - \* Telegram sentences
  - \* Language bloom
- \* Students will:
  - \* acquire high frequency Spanish vocabulary (songs, gestures, reading, story -asking, acting and repetition)
  - \* exposure to spoken and written Spanish
  - \* completing worksheets to compliment learning and showing comprehension



