

# WELCOME

to

## Second Grade!



## 2017-2018

## Mrs. Fox

### My Contact Information

Classroom phone number: 512-464-4361

Conference time: 9:50 – 10:40

E-mail: [cheryl\\_fox@roundrockisd.org](mailto:cheryl_fox@roundrockisd.org)

# Daily Schedule

The Superstar Daily  
Schedule  
2017-2018

## **Monday-Thursday**

7:30-7:40 am Morning Routines  
7:40-7:55 am KPAW/Morning Meeting  
7:50-8:40 am Daily 5/Intervention  
8:40-9:00 am Language Arts/CAFE  
9:00-9:45 am Writing/Grammar/Spelling & Snack  
9:50-10:40 am Specials  
10:40-11:55 am Math  
11:57-12:27 pm Lunch  
12:27-12:50 Read Aloud  
12:50-1:15 pm Recess  
1:15-2:55 pm Science  
1:55-2:40 pm Social Studies/Language Arts  
2:40-2:50 pm Wrap-Up/Celebrations  
2:55 pm Dismissal

## **Friday**

7:30-7:40 am Morning Routines  
7:40-8:00 am KPAW/Morning Meeting  
8:00-9:00 am E-Slot/E-Cluster  
9:00-9:15 am Snack/Debrief  
9:15-9:45 am Daily 5  
9:45-10:30 am Writing/Grammar  
10:30-11:15 am Specials  
11:15-12:15 pm Math  
11:57-12:27 pm Lunch  
12:50-1:15 pm Recess  
1:15-2:00 pm Science/Social Studies/Language Arts  
2:00-2:30 pm Catch Up/Free Time  
2:30-2:50 pm Wrap-Up/Celebrations  
2:55 pm Dismissal

Computer-1:15 (Tuesdays)

Library-2:15 (Thursday)

# General Information

## Teacher's Website

Please visit the website each week to see announcements. I will include information about important dates as well as upcoming events on the homepage. It will be updated on Monday afternoons and I typically send an email with the link to the website once it's updated.

## Monday Folder

This folder is a method of keeping you informed of your child's progress. Each Monday, your child's work and other information will be sent home. Please look over the work with your child and have them correct missed items. The folder needs to be signed and returned on Tuesday.

## Homework Policy

**Reading at least 15 Minutes each day** - The purpose of reading homework is to build a love for reading as well as build your child's reading fluency and accuracy. This year, parents and students can choose from a variety of sources such as their library books, books from home, online books, Book Flix, Tumblebooks or supplemental reading materials of your choice. By giving your child the choice to select "good fit" reading materials, they will work towards building their confidence in reading.

**Math 5 Minutes each day** - In participating in math homework, my hope is for each student to feel comfortable with numbers, problem solving and addition and subtraction facts up to 18. I want them to be confident and really understand these areas of math because it will allow students to feel more success as we build within each math unit. Parents and students can choose to practice math skills through math superstar, addition and subtraction flashcards, online math games, and sites from any of the 2<sup>nd</sup> grade teachers' websites.

**Weekly Spelling List** - Please check for a spelling list in your child's backpack on Mondays. Students should practice these words nightly using the method of their choice. On Fridays, students will be tested on the words they have been learning, 10 new words that follow the pattern they are learning and 5 sight words.

### Additional Homework:

Your child may also have an occasional worksheet to support our learning in other curricular areas. It may be a math worksheet covering the concept we are working on or a social studies worksheet dealing with the topic. Also during the year we have special projects to complete at home. The children love working on these projects and really enjoying bringing them to school to share.

## Home to School Communication Folder

Your child will keep a Home/School Communication Folder in their backpack. This folder will be used for homework as well as important notes that need to go home on days other than Monday, and information you may need to get to me.

## Birthdays

Birthdays are important events in the lives of 7 and 8 year olds! I recognize each child with a birthday card from me and lunch in the classroom. Please do not send in treats with your child (the state does not allow this practice). All birthday invitations need to be mailed, they may not be handed out at school unless the entire class is invited.

## Snack

Your child is welcome to bring a healthy snack to eat before Specials. This should be something small and easy to eat. Children have access to the water fountain throughout the day. They may bring a water bottle with them. Along those lines, please only send water for inside the classroom and recess (no juice or milk please).

# Work Expectations

In Second Grade we focus on children doing their personal best. Below is a list of criteria we use to explain the classroom work expectations to the students as well as how we grade their work. On graded work you will see a check plus given for "My Personal Best" Work, a check for "Acceptable" Work and a check minus for "Not Acceptable."

## My Personal Best ✓+

- \*Name and Date
- \*Followed all directions
- \*Best handwriting
- \*Each sentence begins with a capital letter
- \*Correct punctuation (., !, ?)
- \*Complete sentences
- \*Correct answers
- \*Correct spelling
- \*Uses time wisely
- \*Quality work

## Acceptable Work ✓

- \*Name or date is missing
- \*Followed most directions
- \*Okay handwriting
- \*Most sentences have capitalization and punctuation.
- \*Most words spelled correctly
- \*Mostly complete sentences
- \*Mostly correct answers
- \*Uses time wisely
- \*Good work

## Not acceptable ✓-

- \*Name and date is missing
- \*Did not follow directions
- \*Messy handwriting
- \*Sloppy work
- \*Most sentences lack capitalization and punctuation
- \*Most words spelled incorrectly
- \*Sentences do not make sense
- \*Incorrect or incomplete answers
- \*Rushed through work
- \*Not quality work
- \*Did not use time wisely

# Classroom Expectations

The first week of school we will create classroom expectations and a mission statement to decide how our classroom should look, sound and feel.

This approach is based on **Love and Logic** and **PRIDE** (positive, respectful, independent, dependable, engaged) which:

- Teach children to think for themselves
- Raise the level of student responsibility
- Prepare children to function effectively in a society filled with temptations, decisions, and consequences
- Teach that any behavior that interferes with teaching or learning is a problem.
- Help children understand that if you cause the problem, you must fix it.
- Let children know that if you cannot or choose not to solve the problem, the teacher will help them find a solution.

# Daily 5 – A Language Arts Approach

The Daily Five is a way of structuring the language arts block so every student is independently engaged in meaningful literacy activities. These researched-based tasks are ones that will have the biggest impact on student reading achievement, as well as help foster children who love to read. Students receive explicit whole group instruction and then are given independent practice time to read while I provide focused, intense instruction to individuals and small groups of students.

## **The Components of Daily 5**

1. Read to Self
2. Read to Someone
3. Listen to Reading
4. Word Work
5. Work on Writing

\*The class works independently while the teacher meets with students to work on reading skills.

There are specific behavior expectations that go with each Daily 5 component. We will spend our first weeks working intensely on building our reading and writing stamina, learning the behaviors of the Daily 5 and fostering our classroom community. I will also spend time learning about your child's strengths and assessing their needs as a reader in order to best plan for their instruction.

Your child will be taught to select "Good Fit Books" or books they can read, understand and are interested in, which they will read during Daily 5. They will spend most of their time actually reading, which research supports as the number one way to improve reading.

I am excited about giving your child the opportunity to be involved in a structure that will have a positive effect on their education.

# CAFE

Each week we will be teaching lessons on Comprehension, Accuracy, Fluency and Expanding Vocabulary). Here is a sample menu of the strategies and skills they will be learning:

Comprehension	Accuracy	Fluency	Expand Vocabulary
I understand what I read.	I can read the words.	I can read accurately, with expression, and I understand what I read.	I know, find, and use interesting words.
Strategies/Skills	Strategies/Skills	Strategies/Skills	Strategies/Skills
Clarify Making Connections Visualizing Predicting Questioning Drawing Inferences Determining Importance Synthesizing Summarizing Sequencing Story Elements Compare/Contrast Character Traits Fact/Opinion Main Idea Text Features Cause and Effect Check for Understanding Back up and Reread Retelling Author's Purpose	Use Picture Clues Look for Chunks Use Context Clues Skip and Backtrack Use beginning and ending sounds Blend Sounds Flip the Sound	Voracious Reading Read Good Fit Books Reread Text Practice Sight Words Adjust and apply different reading rates Use punctuation to enhance phrasing and prosody	Voracious Reading Tune in to interesting words Use new vocabulary in speaking and writing Use pictures, illustrations, and diagrams Use word parts to determine the meaning of words Use prior knowledge and context to predict and confirm meaning Ask someone to define the word for you Use dictionaries, thesauruses, and glossaries as tools

# Second Grade Units

## Language Arts

### Reading:

- Fluency (speed and expression)
- Comprehension (implicit/explicit questions)
- Accuracy (decoding)
- Expanding vocabulary
- Develop a love for reading

### Writing:

- Capitalization/Usage/Punctuation/Spelling
- Sentence Structure
- Developing ideas with a clear beginning, middle and end
- Introduce the 6+1 Traits (ideas, organization, voice, word choice, sentence fluency, conventions, presentation)
- Build confidence in writing

## Math

- Graphing
- Number Sense (strategies for add/sub, place value)
- Double digit addition and subtraction
- Money
- Time
- Fractions
- Geometry
- Measurement
- Problem solving in everyday situations
- Develop a passion for math

## Social Studies

- Building Community
- Citizenship
- Map skills
- Landforms
- Government
- Economics
- Heritage
- Culture
- Past and Present Time

## Science

- Physical Science (light, force and motion)
- Earth Science (rocks, weather, water cycle, seasons, night sky)
- Life Science (living and non-living, animals, plants)

# Independent Investigation

## Method

### IIM

This is the method with which we will be teaching the students how to do research. It is used by every grade at Laurel Mountain. It involves 7 steps and is very concrete for the kids.

- Step 1- The topic
- Step 2- Goal setting
- Step 3- Research
- Step 4- Organize information
- Step 5- Goal evaluation
- Step 6- Product
- Step 7- Presentation

### Technology

**RRISD Digital Citizenship Instruction** - RRISD is committed to supporting all students and staff in becoming responsible digital citizens, informed information consumers and producers, and safe users of technology resources. Our Activities and interactions online form our digital footprint and shape the online communities of future generations.

**Seesaw**-We will be using SeeSaw as a communication tool between school and home as well as a student portfolio. We will be posting pictures, videos and student work on SeeSaw throughout the year as well as the Superstar Snip-it. You will have the option to download your child's online student portfolio at the end of the school year.

I have sent out email invites to sign up for a SeeSaw account. If you need assistance in getting an account, please let me know.

**Student's Google Account**- Each student at Round Rock ISD has a google account. Students will use this account to create documents, slides, drawings, etc. as a part of their curriculum. This account is for school use only and will be monitored by the district. Students and parents can access the account from home but only for school purposes.

Let's Have a Great Year!

Mrs. Fox

