**Crestwood Elementary**

*Second Grade*

Classroom Handbook

2014-2015

Ms. Bonilla

Ms. Davis

Ms. Stoess

Ms. Weber

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**Communication**

**Parent + Student + Teacher = Success**

Communication between school and home is very important because you are an important part of your child’s success.

**Please bookmark our class website: www.weberclass.weebly.com**

Each week I will send out a message to parents via the ‘Dear Family Blog’ that can be found on our class website. The message will relay the focus for instruction for the week, interesting happenings, as well as, important dates for you to remember. Usually, I will send an email reminder of the website pages that have been updated. However, you might want to check it on Tuesdays in the event that an email reminder doesn’t come out.

Our website also has a ‘Dear Student Blog’ where students can post responses to messages I send them, and they can post responses to messages from their classmates. Please make sure you monitor your students while on the computer to make sure they do not use their full name (initials are preferred) and that the messages they post reflect kindness towards one another.

**My E-mail**: gina.weber@oldham.kyschools.us

Please feel free to contact me by sending an e-mail anytime you have a question. You can expect a response within 24-48 hours. Since instruction is a priority and meetings often occur during planning time, please do not expect an e-mail during the day. Also, to protect your child’s privacy, I will not include your child’s name in any e-mails.

**Phone:** (502) 241-8401 ext. 118

If you have a concern about your child, I would prefer to discuss this with you over the phone or in person. Please don’t hesitate to call. If I am in a meeting or it is during our instructional time, please leave a voice mail and I will get back to you within 24-48 hours.

**Conferences:**

I will send information regarding Parent-Teacher conferences around the first of November. However, you may request a conference at any time.

**Take Home Tuesday**

Information from various school and community organizations will be sent home on Tuesdays in your child’s Communication Folder. Please remove all the contents, return relevant paperwork as necessary.

**Trimester Dates for 2014-2015:** August 20-November 19; November 20- March 2; March 3- June 3

**A Typical Day in Our Class**

7:25 Students Arrive: Check-In, Eat Breakfast, Complete Settling Activity, and view the Morning Newscast.

Settling Activity: Students will have time to complete any unfinished work from the previous day. They will also be expected to choose a book from our class library at this time. In addition, they will complete a variety of word work activities dealing with our weekly word wall words.

Word Wall Words: The word wall words we study are selected based on their high frequency of use in children’s literature and writing. New words are presented on Mondays, and on Fridays those words move to our class word wall. Also on Fridays, students will take a word wall test where they will write a complete sentence using one of 5 randomly selected word wall words. These tests will be scored based on CUPS (Capitalization, Understanding, Punctuation, and Spelling). Each sentence is worth 10 points, and one point will be deducted for every CUPS mistake. In addition, 2 points will be deducted for run-on sentences, incomplete sentences, and sentences that don’t make sense overall. You can find a virtual version of our word wall on the ‘Word Wall’ page of our class website.

8:00- Morning Meeting: During this time, we give positive greetings and ask questions to discover new things about each other. A student announcer will announce the date, important events for the day, and they will read the fun fact from the calendar. In addition, the announcer will report the high temperature from the previous day on our weather graph and answer a variety of questions regarding the calendar, days in school, and the weather graph.

8:20- Phonics Dance: In second grade, students will learn about ‘hunks & chunks’ with help from a program called the Phonics Dance. The Phonics Dance offers children an intentional and systematic way to learn the rules of phonics through pictures, chants, and movement. Students will learn 2-3 of them each week. Please visit the ‘Phonics Dance’ section of our class website to see and hear the pictures and chants students will be learning this school year.

8:40- Guided Reading: Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. The text is easy enough for students to read with teacher support. The text offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency. Teachers choose selections that help students expand their strategies. Guided reading is important because it gives students the chance to apply the reading strategies they already know to a new text. The teacher provides support, but the ultimate goal is independent reading.

9:10- ELA Workshop (Reading and Writing Workshop): In Oldham County, second graders learn KCAS (Kentucky Core Academic Standards) through 7 units of study utilizing the Universal by Design Framework. Each of the lessons we teach are centered on a guiding question that students use to anchor their thinking about new learning. In addition, we use the Workshop Model for teaching our unit lessons. Our workshops consist of three parts- crafting, composing, and reflecting. During the crafting portion of the lesson, the students and teacher come together to engage in learning activities based on a reading or writing skill or strategy. During the composing portion of the lesson, students are given an abundance of time to practice the new skill or strategy as the teacher conducts individual and small group reading or writing conferences. During the reflecting portion of the lesson, students share their thinking and produced work with partners, triads, small groups, and/ or the whole class.

This year, you can expect your student to engage in reading (fiction and informational) activities based on the following:

* making logical inferences about a text;
* citing evidence to support conclusions made about a text;
* determining the central ideas within a text;
* analyzing how characters interact and develop over time;
* analyzing the structure of a text;
* determining literal and figurative meanings of words and phrases within a text;
* determining the point of view of the characters within a text.

In writing, we will focus our lessons on the three modes of writing as laid out in the Kentucky Core Academic Standards. These include narrative, informational, and opinion. Students will learn how to use research and text analysis in their writing as well.

***Fact****: In February of 2010, Kentucky was the first state to adopt the Common Core State Standards for English and Language Arts (ELA) and for Math. Schools began implementing these standards in the 2011-2012 school year. For more information on the Common Core Standards, please visit* [*www.corestandards.org*](http://www.corestandards.org)*.*

10:30- Science & Social Studies: During our unit studies in science and social studies, students will learn from units designed to target the expectations established by the Kentucky Core Content. Each of these lessons is also centered on a guiding question students use to anchor their thinking about new learning. Currently, students are learning about communities as we build our class community.

11:00-11:25 Recess 11:25-11:50 Lunch

11:50- Math Workshop: For math this year, we will be pre-assessing students prior to each unit in order to gain an understanding of their prior mathematical knowledge. During math, we will be working through the Oldham County Curriculum Frameworks. We will be studying various mathematical concepts in depth and discuss the multiple methods that can be used to solve problems. Hands-on inquiry with the use of math manipulatives will be a big component of our learning. Students will also have regular opportunities to write about their mathematical understanding. At this time, students will work in a variety of groupings including, whole class, individually, pairs, and small groups. Some of the resources we will be using for math come from Investigations, Math Solutions, and K-5 Math Teaching Resources.

1:10- Read Aloud: This time will be used to share a chapter book with the class. The texts I choose are both fiction and non-fiction, and will usually align with the standards and topics being taught in ELA, Science, or Social Studies.

1:30: Related Arts: Students at Crestwood participate in 5 day rotations of art, music, physical education, and technology.

2:15- Car Rider and Cougar Den Dismissal 2:20- Bus Rider Dismissal

Each day it is important that our students arrive home safely. If you have a transportation change from your child’s normal afternoon schedule at any time, please send a note. If unable to send a note, email or fax Lynn in the front office and follow up with a phone call by 1:30 p.m. ALL CHANGES MUST BE MADE IN WRITING (e-mail, fax, written note). Phone calls are no longer acceptable.

**Homework Policy**

The primary purpose of giving homework is to provide practice and/or a review of the lesson taught in the class.  After the homework has been completed, it is recommended that the parent and child review the work together orally.  Through this process, parents can be kept aware of the curriculum and the on-going progress of their child.

An additional purpose of homework is to provide opportunities for students to develop independent work habits and personal responsibility. Homework is not necessarily assigned in every subject each night depending when new concepts/skills are introduced.  Individual homework plans may be developed for some students based on unique learning styles and/or needs. In some cases, a teacher may ask for homework to be signed as a record that the parent has reviewed the work.

Grade level guides to homework per night are as follows:

            Kindergarten                          10-15 minutes

            1st and 2nd grades                    10-30 minutes

3rd and 4th grades                     30-50 minutes

5th grade                                  30-50 minutes

**15-20 additional minutes of reading aloud is also required.**

An assignment notebook, as per the supply list is required for all 3rd, 4th and 5th graders. This notebook may be purchased at the bookstore.

###### If the child “never” has homework or if the homework consistently requires an excessive amount of time, the parent is encouraged to contact the teacher.  The teacher will return the call at a non-teaching time and appropriate action will be mutually determined.

Parents and/or guardians are the key to making homework a positive experience for the student. It is important to make homework a top priority.  Set a daily homework time, provide necessary supplies and a quiet environment, and provide praise and support.

**Assessment**

**“The Code”**

For most of the papers that will go home, I will use a **secret** coding system as a way to quickly and efficiently communicate your child’s performance on a given assignment. Please be respectful and honor our class by keeping this a secret as I do not want to promote a competitive nature to our learning environment at school. This is only meant to let you know areas where your student is thriving or struggling.

**Heart-** needed extra assistance **Smiley Face-** good progress **Star-** excellent (over and beyond)

**4 Point Scale**

This is a basic 4 point scale that I use for scoring student work in the classroom. I use this scale for work students do in the classroom such as writing, math and reading logs, and some projects. The top shows the wording that comes directly from our report card. The bottom is intended to be very similar except that it is in student-friendly language. This will allow students to self-assess themselves and to understand how they are doing in terms of a number 1-4. It will also directly relate to their report card. Please take a minute to reinforce what we are doing at school by discussing this with your child at home.

**Assessment Scale (Wording Taken from School Report Card)**

|  |  |
| --- | --- |
| **4** | * Student demonstrates an extensive understanding of concept(s) taught.
* Work is consistently of high quality.
 |
| **3** | * Student demonstrates a fundamental understanding of concept(s) taught.
* Work is consistent and of good quality.
* Student is making steady progress.
 |
| **2** | * Student demonstrates a limited understanding of concept(s) taught.
* Practice and/or assistance is needed to develop understanding and/or complete work. May need reinforcement of concepts at home.
 |
| **1** | * Student does not demonstrate an understanding of concept(s) taught.
* Progress is below expectations at this time.
* Student needs reinforcement at home.
 |

**Assessment Scale (In Student Friendly Language)**

|  |  |
| --- | --- |
| **4** | * I proved my understanding by supporting my thinking in a clear way.
* I followed all of the directions.
 |
| **3** | * I proved my thinking in a way that was not completely clear to my audience.
* I followed directions.
 |
| **2** | * I attempted to prove my understanding.
* I need to practice this more with support.
* I followed some of the directions.
 |
| **1** | * I did not know how to prove my understanding and/ or follow the directions.
 |

**Classroom Expectations**

Our classroom expectations are set as a community effort between students and teacher. In our classroom, we use the Cougar Code to guide our conversations as to what we expect from each other in our classroom. Together, we have completed a promise to one another:

**Ms. Weber’s Class Promise**

Our class is made of students like me.

I help make it what it is.

It will be friendly if I am.

It will be thoughtful if I am.

Its chairs will be filled with thinkers and learners,

If I help others think and learn.

It will be respectful if I show respect.

It will be a classroom of endurance, kindness, courage and respect,

If I, who make it what it is, am filled with these same things!

With the help of my classmates and my teacher,

I will work hard to be all the things I want my class to be.

**Cougar Code**

Cooperate and work with others

Organize for Success

Use Caring Language and Actions

Give Best Effort

Accept Responsibility

Respect Self, others, and property

Seek Opportunities to Learn

**Cougar Code Expectations**

Hallways & Stairwells:

* + Keep Hands, Feet & Objects off walls and to yourself
	+ Be Quiet in hall – no talking
	+ Walk at all times
	+ Lines walk on right side of hall, except in special circumstances (dismissal – all moving in same direction)
	+ Middle Stairwell/End Stairwell: Always have permission and an adult/buddy with you when using one of these stairwells (except in case of emergency.

Cafeteria:

* Stay in seat
* Raise hand for help
* Walking feet at all times
* Talk to people at your own table (conversation level – inside voices)
* Clean up your own mess

Restroom:

* Use facilities (toilet/sinks/dryers) appropriately
* Always wash hands
* Use an inside voice

Playground:

* Keep Hands, Feet & Objects to yourself
* Mulch stays on the ground
* Walk/Play in mulched areas
* Always go down (not up) slides

School-wide Non-negotiables:

* No Bullying
* No Physical - intentional harm
* Do not open outside doors for ANYONE!

School-wide Attention Signal: YES Signal (verbal, visual & kinesthetic)

**Y***ourself*: Teacher says “**Respect**” – Students respond “**Yourself**” (hold one finger up)

**E***veryone*: Teacher says “**Respect**” – Students respond “**Everyone**” (hold 2nd finger up)

**S***chool*: Teacher says “**Respect**” – Students respond “**our School**” (hold up 3rd finger)

All say “**And we are ready to learn!**” – (thumbs up)

**Supporting Your Child at Home**

**Ways to Help in Math**

At this age, kids are using numbers and quantitative methods in more advanced ways. They now have a repertoire of basic addition and subtraction combinations that they can use as tools in computing. They understand subtraction as the inverse of addition. Because they can better understand space and quantity, a broader range of mathematical ideas become more accessible. And a major developmental shift occurs when beginning multiplication.

**FIND WAYS TO PRACTICE NUMBER OPERATIONS**

* Practice counting down from any double-digit number. For example, use a calendar to count down the number of days to an upcoming event.
* Prepare for multiplication by helping your child think in groups. Ask “how many fingers do five people have?”
* Try a variation on the card game “War.” When the higher card takes the lower card, subtract the lower number from the higher number, and the player who won that play wins those points.
* Give your child the change in your pocket and ask how many different ways she can make 25 cents.
* Play a variation on the game “Go Fish.” Instead of asking for cards with numbers that match, players take turns asking for cards that, added to the card she has, adds up to 10. Count face cards as zero, aces as 1′s.

**FIND WAYS TO DEVELOP REASONING SKILLS**

* If your child knows that 4 quarters is 1 dollar, can he figure out what 6 quarters is?
* Ask your child to estimate the height of a tree by estimating how much higher it might be than an 8′ fence next to it.

**FIND WAYS TO COLLECT AND ORGANIZE INFORMATION**

* Read sports score tables, weather charts, and other common numerical information you find in the news.
* As you’re shopping, compare the amounts in the Nutrition Facts on packaged foods or the amounts in various containers of similar products.
* Take measurements for a project around the house. How many inches are there? How many feet? How many yards?

**SOME FAMILY GAMES THAT HELP DEVELOP MATH SKILLS:**

* At this age kids are developing more complex ways of reasoning — they like strategic thinking games like checkers, chess, Monopoly, and Clue.
* Dominoes, Mancala, and Cribbage are other engaging options for your second grade child.

**- See more at:**

[**http://www.dreambox.com/parent-tips-second-grade#sthash.QtOuI8MR.dpuf**](http://www.dreambox.com/parent-tips-second-grade#sthash.QtOuI8MR.dpuf)

**Ways to Help with Sight Words (Word Wall Words)**

Most of these words are “service words” that must be quickly recognized in order to read fluently. Many of these sight words cannot be “sounded out” and they need to be learned by “sight”. Because recognizing these words is so important during reading, using a variety of activities to teach, practice and memorize the words is critical in teaching children to read. Try using these activities to help your child learn and practice sight words:

Multi-sensory ways to learn and practice sight words:

* Have your child write sight words with glitter glue
* Have your child write sight words with wikki-stix
* Have your child write sight words with play dough
* Have your child write sight words with puffy paint
* Put craft sand on a paper plate. Have your child practice tracing sight words in the sand.
* Put hair gel in a zip lock baggie. Seal the baggie. Have your child write the letters of the sight word in the gel.
* Squirt shaving cream on a plate or table. Spread the cream. Have your child write the sight words in the shaving cream.
* Jump, hop, clap, or tap out the letters of the sight word (t-h-e “the”).

**Sight word games**:

* Make sight word flashcards on 3 x 5 index cards and place them on a ring. Short and frequent practice with naming the words works better than longer sessions. Try reviewing the cards during commercial breaks.
* Draw a star on the back of a 3 x 5 index card. Place this card and the flash-cards face down on the table. Take turns turning over a card and reading the words. Try to be the player who finds the card with a star.
* Play “Slap Jack” with the sight word and star cards. When the star card is turned over, the first player to slap it wins.
* Make duplicates of the sight word cards and play the memory game.
* Make several 5 x 5 grids and put sight words in the squares. Make your own chips with the words written on them. Play bingo.
* Write the sight words on sticky notes and place them on a wall. Turn down the lights and give your child a flashlight. Have your child shine the light on the words and read each word.

**Ways to Help with Oral Reading Fluency**

**What is Oral Reading Fluency?**

Reading fluency is the ability to read quickly and easily. It means that a child can recognize and de-code words accurately and automatically and understand the words as they are being read. Children who do not read fluently (choppy readers) have to work hard on the mechanics of reading that there’s no mental energy left to think about the meaning of what they are reading.

**How do I know if my child is reading fluently?**

A simple way to know if your child is reading fluently is to listen to him/her read grade level text aloud. Have your child read a paragraph from his/her social studies, science or reading book. As your child reads consider the following:

* How many words does he/she struggle with?
* How easily is he/she sounding out an unknown word?
* Is he/she reading with expression? (for example, pausing at commas, periods, etc.)
* Can he/she retell the story or summarize what the paragraph/story was about?

Many schools test students’ oral reading fluency skills as a way to screen for possible reading difficulties. Your child may be asked to read a grade level passage for one minute. The teacher will then calculate the “words correct per minute” (wcpm). Children who have strong word recognition skills and can quickly use word attack strategies when coming upon an unknown word are able to read grade level text at an appropriate rate for that grade.

**How can I help my child read fluently?**

To help your child develop reading fluency:

* Model fluent reading. Provide opportunities when your child can hear you read aloud. Be sure to read with expression pausing appropriately at punctuation marks and changing voice for characters.
* Teach your child high frequency sight words. High frequency sight words are words that readers are encouraged to recognize without having to sound them out. It is estimated that the first 100 sight words account for approximately 50% of what we read. Words such as “the”, “and” and “he” are considered high frequency sight words. These words can be practiced on flashcards. As you and your child read, point out the sight words in the story. Some children are able to identify the words on flashcards; however, this skill does not transfer to reading. Pointing them out as you read helps in transferring to read-ing the words in books.
* When having your child practice reading aloud, help your child choose books at his/her independent reading level. Use the 5-finger rule as a guide. This means that a child shouldn’t struggle with more than 5 words on a page.
* Repeated reading has proven to be one of the best strategies for developing reading flu-ency. Children should be provided with many opportunities to read the same passage (or story) orally several times. It is best if the adult reads the passage (paragraph, story) first and then has the child read and re-read the same text. Typically reading the text 4 times is suggested when focusing on improving fluency skills.

Paired reading is another strategy to improve oral reading fluency. Using this strategy, you and your child read the words aloud together. Be sure to read at your child’s speed reading every word. Make sure your child is looking at each word as one of you points to the words. If your child reads the word incorrectly, say the word and then have your child immediately repeat the word.

* Having your child listen to a taped recording of a book while following along in the story is another good strategy to improve oral reading fluency. Children benefit from listening to fluent readers read while following along in the book. Encourage your child to point to the words on the page while listening to the story as this helps to strengthen word recognition skills.
* When listening to your child read, when he/she comes to an unknown word, wait 5 seconds to allow him/her to use word attack strategy skills to figure out the word. If you have to provide the word for your child, be sure to have him/her repeat the word aloud while pointing to the word in text.
* There a several computer programs available for home use to improve oral reading fluency skills using the repeated reading strategy. The One Minute Reader produced by Read Naturally (www.readnaturally.com) and Raz-Kids interactive books (www.raz-kids.com) are two programs that you can order or download from the internet.
* Whether your child reads to you or you read to your child, be sure to talk about what was read. Asking open ended questions such as, “What did you think of….?, How would you feel if …..? What do you think might happen if…?” is better than asking questions which require a simple one word answer.
* When possible, help your child make a real life connection to the story. For example, after reading a story share an experience that the story made you think of from your childhood. Encourage your child to share his/her thinking or experiences. Having such discussions with your child sends the message that the purpose of reading is to understand and think about the text rather than just read words.

**Ways to Help with Reading Comprehension**

**What is Reading Comprehension?**

Reading comprehension is the ability to understand what is being read. Children must be able to read the words in the text and combine it with what they already know to “think” about what the author is trying to say. Reading comprehension is NOT just finding answers in the text. Children must be able to interact with the text, think deeper, analyze, predict and be able to summarize what is written.

**How can I help my child with reading comprehension?**

* Before reading, look through the book and find words that your child may not know the meaning. Talk about the words with your child– discuss the meaning of the word and give examples. For example, “I was looking through the book and found this word, ‘ecstatic’. Ecstatic means very, very happy and excited. I was ecstatic on the day you were born. Can you think of a time when you were ecstatic?”
* Before reading a story with your child, look at the cover. Read the title and look at the picture if there is one. Talk about what you already know about the topic and try to make a connection with what your child already knows. For example, before reading a book on “Desert Animals”, you can talk about what your child already knows about the desert and animals that live in different areas. Activating this “prior knowledge” helps with reading comprehension.
* While reading, help your child make connections with the text. When you ask your child a questions such as “how would you feel if that happened to you?” or “does this part of the story remind you of our vacation on the beach?” you are having your child make a “text-to-self” connection”.
* Encourage your child to make predictions while reading. (“What do you think will happen next?” “Let’s keep reading and see”).
* Model thoughtful question asking while reading. Stay away from yes/no questions. Questions such as “Why do you think the boy was afraid?” is preferable to “Was the boy afraid?”
* Model what good readers do when they don’t understand what they are reading. “Think-aloud”, or verbalize, what you are doing. For example, “I’m not quite sure I what this means, I’m going to go back and re-read this part.”
* During and after reading, have your child retell or summarize the text.
* Encourage your child to “make a movie in his/her head” while reading. This strategy is known as mental imagery and helps with reading comprehension. If reading a chapter book with limited pictures on the pages, stop periodically in the story and share with your child how you are picturing the scene and ask him/her to share with you.
* Read aloud to your child and read with your child everyday!

**Crestwood Wellness Policy**

School District: Oldham County School: Crestwood Elementary Policy - To best meet the needs of students and to abide by the wellness mandates of the state and district, Crestwood Site Based Decision Making Council will implement a wellness plan.

TOPICS STATEMENT

a. Wellness Crestwood Elementary School shall promote healthy choices determined by the nutritional standards required by the federal and state laws and regulations. All students shall participate in moderate to vigorous physical activity each day. This policy shall be consistent with the Common Core Curriculum and Oldham County District guidelines..

b. Healthy Choices The school shall implement the same nutritional guidelines that apply to the school food program and to other food and beverages available during the school day. Students are encouraged to bring a healthy snack each day. Food will not be served as part of school holiday celebrations or birthdays, but crafts, games, treat bags with non-edible items are permitted. Food may be used for instructional purposes as approved by the Principal. Implementation of instruction from the PLCS standards and demonstrators shall include health, consumerism, and physical education. The rest of the curriculum shall reflect an integrated concern for wellness, including connections to Science, Social Studies, and other subjects.

c. Physical Fitness All students shall engage in up to 30 minutes of moderate to vigorous physical activity, preferably outdoors, each day. Teachers shall actively supervise the planned physical activity and document in lesson plans as “physical wellness”. The school shall provide space and equipment to make that activity possible. Students shall not be deprived of the entire wellness time or other physical activity as a consequence for behavior or academic performance. However, a student may be assigned a specific physical activity to do as a consequence (such as walking laps for a portion of wellness time). Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment.

d. Physical Education In addition to the daily planned physical activity, each student shall participate in physical education class on a regular basis, consistent with the school instructional schedule. Participation in the physical education class does not exempt students from physical wellness.

e. Assessment The school shall assess students’ level of physical activity at least once a year. The school shall administer a physical fitness assessment during physical education class. The principal shall monitor progress on the annual physical fitness assessments as administered by the physical education teacher.

Adopted May 20, 2014