



Welcome
to
Curriculum Night
Ms. Farr- Room 413

Math

- ❖ Numbers & Operations in Base Ten
- ❖ Operations & Algebraic Equations
- ❖ Measurement & Data
- ❖ Geometry



What Your Child Will Be Learning In 2nd Grade Math

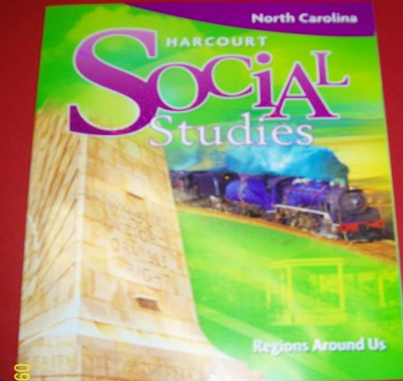
(Based on the Common Core Standards)

- Basic Operations (Add, Subtract, and Multiply)
- Place Value and Number Sense
- Measurement and Data
- Geometry
- How to set up and solve word problems using various strategies and learning how to rewrite an equation with an unknown variable



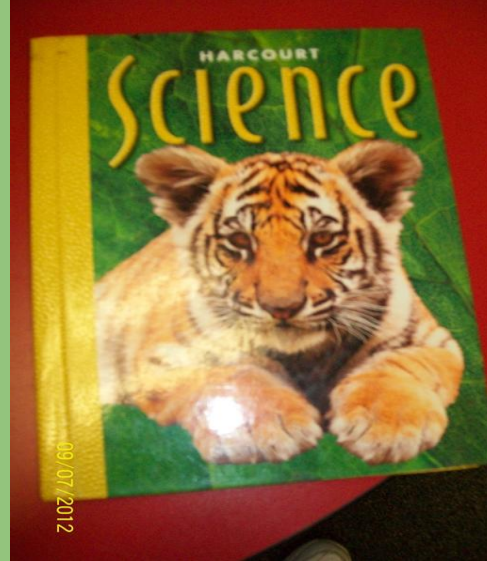
Social Studies

- Pre / Post testing
- Glyphs
- Units of study:
 - ❖ Civics and Government
 - ❖ History and Culture
 - ❖ Economics and Financial Literacy
 - ❖ Geography and Environmental Literacy



Science

- Pre / Post testing
- *Ranger Rick* magazine
- *National Geographic* for Kids
- *Scholastic News / Weekly Reader*
- Experiments & Notebooking:
- Units of study:
 - ❖ Forces & Motion
 - ❖ Matter: Properties & Change
 - ❖ Earth Systems, Structures & Processes
 - ❖ Structures & Functions of Living Organisms
 - ❖ Evolution & Genetics



Writing

Required Products in Portfolios:

- Narratives:
 - Real
 - Imaginative
 - (Beginning, Middle, End)
- Informative / Explanatory
- Argument (Opinion)
- Research (Expository)
- Response to Text (Reading Response)
- Quick Writes across the curriculum
 - ELA
 - Math

- Science
- Social Studies
- READ 3D TRC Written Response
- Spelling Inventory / HFW



Writing, Cont.

- Across every subject
- Direct instruction using Write from the Beginning and Beyond process
- Rubrics Used
- Samples collected for the writing portfolio

Reading

- Whole group on Monday which includes a spelling lesson and reinforces what we're learning in small group guided reading
- Guided reading groups Tuesday-Friday targeting skills needed in each leveled group as needed to include
- Focus on both fiction and non fiction

** Story elements, text features, author's purpose, Thinking Map completion, self reflection, partner work on extension activities, writing assignments, global awareness, running records, teacher notes, motivation to grow levels, and so much more.

Questions/Concerns "Chain of Command"

Step 1: If you ever have any questions or concerns, please contact me **FIRST**. We will have a conference and make a plan to help solve any problem you have. I will do our best to assist you in any way! My goal is to help your child succeed. We will be a "team" this year! My phone number, with extension, and email are listed below.

Step 2: If a reasonable solution is not achieved to your satisfaction then, contact the principal.

Step 3: If you are still not satisfied, please contact PCS Central Office personnel.

Phone: 252-353-5270 Ext: 5652

Email: farrrr@pitt.k12.nc.us

Read 3D

What makes up a TRC score?

The Text Reading Comprehension Score (TRC) is derived from three scores:

- Accuracy
- Fluency
- Written Comprehension



What is Accuracy & Fluency?

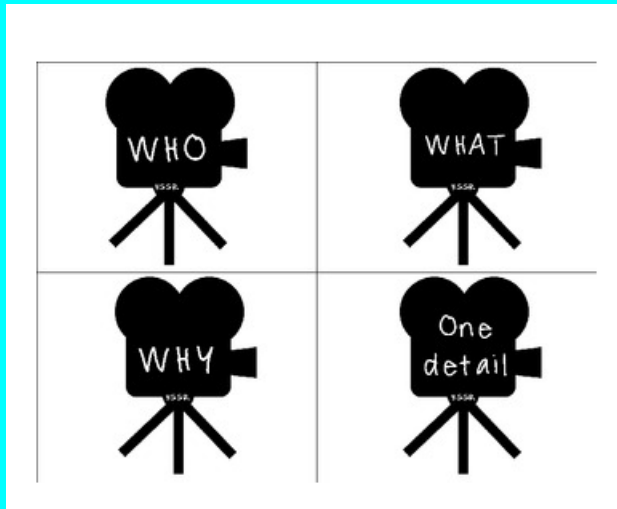
Accuracy is decoding unfamiliar words and self-correcting misread words.

Fluency is the rate at which a student reads minus their errors.

If a student scores below 90% on the accuracy portion of the reading, then the text is determined to be too difficult regardless of the oral and written comprehension responses.

What is Oral Comprehension?

The student will be asked to respond orally to questions about the text.



What is Written Comprehension?

The student will be asked to respond in writing to 2 questions about the text beginning at level F. They will be scored 0-3. We take the lower score of the 2.

Score	Level	What it means	What it requires
0	No Understanding	The response demonstrates no understanding of the text.	<ul style="list-style-type: none">• Completely incorrect, irrelevant to the question, or missing
1	Minimal Understanding	The response demonstrates a minimal understanding of the text.	<ul style="list-style-type: none">• Minimally addresses the demands of the questions• Uses minimal information to show understanding of the text in relation to the question
2	General Understanding	The response demonstrates a general understanding of the text.	<ul style="list-style-type: none">• Partially addresses the demands of the question• Uses text-relevant information to show understanding
3	Complex Understanding	The response demonstrates an understanding of the complexities of the text.	<ul style="list-style-type: none">• Addresses the demands of the question• Effectively uses text-relevant information to clarify or extend understanding

What level should my student be on?

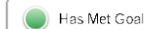
Grade	BOY Reading Level Goal(s)	MOY Reading Level Goal(s)	EOY Reading Level Goal(s)
Kindergarten	RB to B	C	D
Grade 1	D	G-H	J-K
Grade 2	J-K	L	M-N
Grade 3	M-N	O	P-Q

mClass Literacy Progress Report

This is a breakdown of your student's reading assessment that has been done so far.

You will receive this report BOY, MOY, and EOY.

2nd Grade, Beginning-of-Year Assessment



Has Met Goal

What does this mean?

■■■■■ has met or surpassed grade level expectations.

Why is ■■■■■ being tested?

The teachers and administrators at our school want ■■■■■ to read successfully. As part of this commitment, our school uses a test called DIBELS, which stands for *Dynamic Indicators of Basic Early Literacy Skills*, to examine how many important reading skills ■■■■■ has learned.

What can I do?

To reinforce what ■■■■■ is learning in school, you can read together every day at home.

What are the skills ■■■■■ should learn to become a good reader?



Phonemic Awareness

Hearing and using sounds in spoken words

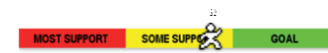
We no longer measure ■■■■■ phonemic awareness because students should have this skill by the middle of first grade.



Phonics

Knowing sounds of letters and sounding out written words, measured by DIBELS Nonsense Word Fluency (NWF)

Can your child...
...sound out single word like van? (v_e_e..._a_h..._m_m)
...read a list of two- and three-letter words?



Reading letter sounds (NWF-Correct Letter Sounds)



Reading whole words (NWF-Whole Words Read)



Accurate and Fluent Reading

Reading words in stories easily, quickly, and accurately, measured by DIBELS Oral Reading Fluency (DORF)

Can your child...
...read all the words in a very short story?
...recognize familiar words without sounding them out?
...blend letter-sounds to read unfamiliar words?
...read words by themselves and in very short stories easily?



Reading with fluency (DORF)



Reading with accuracy (DORF)



Reading Comprehension

Reading for comprehension, the ultimate goal of reading, is measured by the Retell portion of DIBELS Oral Reading Fluency (DORF) and Text Reading and Comprehension (TRC).

Can your child...
...tell you about the story she or he just read?
...fill in the blank in this sentence? "Before you eat, be sure to _____ your hands!"
Does your child...
...read often and in many subjects?
...have a passion for reading?



Retelling a story (DORF)



Instructional reading level (TRC)

How does your child earn an "S", "I", or "U"?

❖ Math % breakdowns

- S=81%-100% of standard mastered
- I=70%-80% of standard mastered
- U=0%-69% of standard mastered

❖ Reading/Writing

- S = green/blue in READ 3D
- I = yellow in READ 3D
- U = red in READ 3D

❖ Science/Social Studies/Health

- S= participation in class lessons, assignments, and projects
- I = minimal participation in class lessons, assignments, and projects
- U = no participation in class lessons, assignments, and projects

Progress Reports and Report Card Dates

PCS Curriculum Guides and Standards

P=Progress Reports

R=Report Cards

First Quarter	P: Wed. Sept. 27	R: Mon. Nov. 5
Second Quarter	P: Wed. Dec. 6	R: Mon. Jan 29
Third Quarter	P: Wed. Feb. 28 *With Promotion/ Retention Letters	R: Mon. Apr. 16 *With Promotion/ Retention Letters
Fourth Quarter	P: Wed. May 9 *With Promotion/Retention Letters	R: Fri. Jun 8 *Early Release- Last Day

If there are concerns regarding your child's progress...

I will communicate with you in advance by:

Direct communication

Sending work samples home in communication folder

Sending notes using the agenda planner

Please contact me if you have any concerns.

What happens when children are not progressing?

Every effort is made to ensure that all children are making good progress. All students will be receiving differentiated instruction in the regular classroom setting. If that does not provide enough support teachers will meet with the parents to discuss what other interventions may help. These are called Tier 2 interventions and include things like remediation. If adequate progress is still not being made and the student needs individualized interventions the student will move to Tier 3. Parents will be invited to come and meet with the teacher and the school problem solving team to develop an individualized intervention plan for the student. If after a period of interventions and data collection the student is still not making progress and is significantly below grade level, the team may decide to refer the student for testing.

STAR and Accelerated Reader

- All students will take the STAR Reading Test at the beginning of the year, the middle of the year, and the end of the year.
- Teachers will use the STAR Reading Test to determine AR reading levels and ranges for each nine weeks. Teachers will also use anecdotal records and teacher judgement to adjust levels as needed to differentiate instruction and meet the individual needs of all students.
- An AR goal setting sheet will be sent home each nine weeks to be signed by parents.
- A weekly student record report will be sent home each so parents can track student progress. This will include a percentage of the goal met for the nine weeks.

STAR and Accelerated Reader

- Parent volunteers to assist with helping students meet their AR goal are always needed and appreciated. Please let teachers know if you would be able to assist with checking out books, reading with students, and monitoring AR testing.
- Teachers will reward all students who meet their AR goals at the end of the nine weeks with an AR Party. Please let your child's teacher know if you would be willing to help with your child's AR Party.

How will you (parents) receive info from Ms. Farr?

- ❖ Email
- ❖ Phone call
- ❖ Notes in Planner
- ❖ Notes Home notes (carbon)
- ❖ Behavior Journal
- ❖ Progress Reports (Interim Reports- mid 9 weeks)
- ❖ Communication Folders (W)
- ❖ Parent/Teacher conference

PBIS

School

Wide

Rules



RULES

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Wintergreen School Behavior Matrix 2017-2018

	Classroom	Hallways	Bathrooms	Cafeteria	Playground	Dismissal	Bus
Be Safe	Keep classroom neat and clean. Keep hands and feet to self.	Walk on the right side of the hallway. Keep hands and feet to self.	Use toilet appropriately.	Follow traffic patterns. Use walking feet. Finish chewing before speaking.	Use equipment appropriately. Remain in designated areas. Come immediately when your teacher signals.	Walk silently to the appropriate location.	Keep hands and feet to self. Remain seated. Wait for bus driver directions and signals before loading and unloading the bus.
Be Respectful	Listen and respond to others appropriately. Speak at appropriate times.	Remain quiet. Wait your turn to pass at intersections.	Quietly open and close stall doors. Place trash in trashcan. Maintain other's privacy.	Quietly wait with your tray. Whisper at your table. Say please and thank you to others.	Play kindly with everyone. Take turns using equipment. Be a good sport.	Wait for the class in front of you to finish exiting their classroom. Walk in a single file line.	Use kind words. Remain quiet or silent.
Be Responsible	Bring materials to class. Clean up after yourself.	Remain aware of other classes. Stay with your class. Go only to approved destinations.	Wash your hands. Clean up after yourself.	Be on Time. Clean up after yourself. Get everything you need before you sit down.	Take care of equipment. Pick up after yourself.	Go directly to your location without stopping. Leave your classroom with all of your belongings.	Make sure you are on the right bus. Be prepared at your bus stop. Exit quickly.

Behavior Expectations

- Students will...
 - Show respect, make good choices, act responsibly, and be helpful
- Positive consequences...
 - Stickers, shopping tickets, class store, treasure chest, treats, praise, Terrific Kid selection, Steps to Success from other staff, think time to recover
 - Negative Consequences...
 - Loss of snap cube(s), loss of shopping ticket(s), time out in class or another class, parent contact, office referral

