



Welcome
to
Curriculum Night

Math

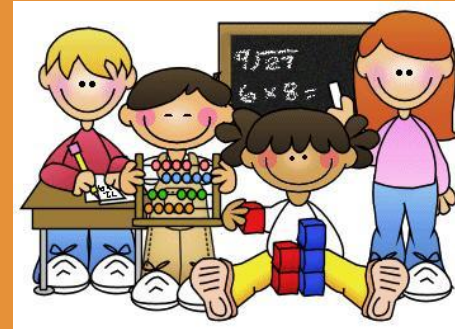
- ❖ Numbers & Operations in Base Ten
 - ❖ Operations & Algebraic Equations
 - ❖ Measurement & Data
 - ❖ Geometry
-
- Problem solving--not just computation anymore
 - Review facts--should be memorized
 - Quarterly Assessments
 - Pre / Post testing
 - CFA (Common Formative Assessments)
 - Benchmark Assessments
 - Fantastic Five
 - Differentiated Groups



What Your Child Will Be Learning In 2nd Grade Math

(Based on the Common Core Standards)

- Measurement and Data
 - Measuring using rulers, yardsticks, meter sticks, and measuring tapes
 - Compare the measurements of 1 object using two units of measurement
 - (Ex: The pencil is 7 inches or 18 centimeters)
 - Solve addition and subtraction problems using length
 - (Ex. The pencil is 3cm longer than the pen. If the pen is 7 cm long, how long is the pencil?)
 - Tell time to the nearest 5 minutes using AM and PM
 - Solve word problems using dollar bills, quarters, dimes, Nickels, and pennies
 - Make picture graphs and bar graphs with at least four Different categories and be able to answer questions About the graphs



What Your Child Will Be Learning In 2nd Grade Math

(Based on the Common Core Standards)

- Basic Operations (Add, Subtract, and Multiply)
 - Addition and Subtraction Word problems with one or two steps
 - Add and subtract numbers up to 99 quickly and accurately
 - Be able to add with multiple strategies (number line, base ten models, fact families)
 - Add and Subtract 3 digit numbers
 - Add/ Subtract 10 or 100 to/ from numbers
 - Relate addition to multiplication (Repeated Addition and Arrays: $3+3+3+3= 12$ or $3 \times 4= 12$)
 - Write a Correct Number Sentence



What Your Child Will Be Learning In 2nd Grade Math

(Based on the Common Core Standards)

- Place Value and Number Sense
 - Understand what the digits mean in a three digit number
 - (Ex: 643= 6 hundreds 4 tens 3 ones)
 - Count to 1,000 and skip count by 5s, 10s, and 100s
 - Determine if a number is even or odd
 - Be able to read and write numbers to 1,000
 - (Ex: seven hundred forty-three = $700 + 40 + 3$)
 - Compare three digit numbers using $<$, $>$, and $=$
 - Use a number line from 1-100



What Your Child Will Be Learning In 2nd Grade Math

(Based on the Common Core Standards)

- Geometry

- Recognize and Draw shapes as having a given number of angles or faces
- Identify triangles, quadrilaterals, pentagons, hexagons, and cubes
- Divide a rectangle into rows and columns, then find the total number
- Fractions: halves, thirds, fourths

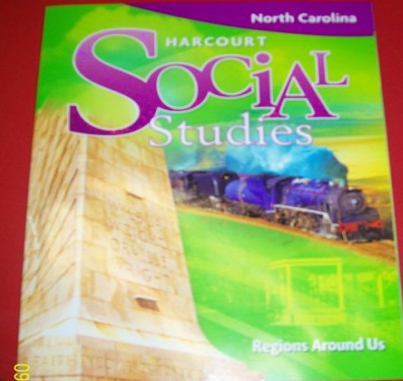


Susie had some stickers. Her brother gave her 23 more stickers. Now Susie has 31 stickers. How many stickers did Susie start with?

Equation: _____

Social Studies

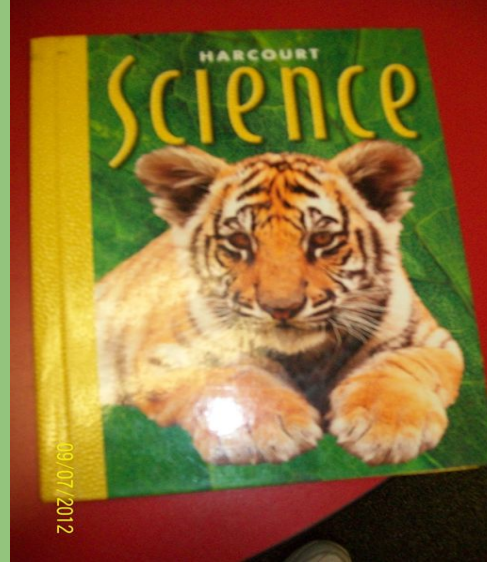
- Pre / Post testing
- Vocabulary
- Units of study:
 - ❖ Civics and Government
 - ❖ History and Culture
 - ❖ Economics and Financial Literacy
 - ❖ Geography and Environmental Literacy



Science

- Pre / Post testing
- *Vocabulary*
- Experiments/Investigations

- Units of study:
 - ❖ 1st Nine Weeks-Sound
 - ❖ 2nd Nine Weeks- Matter: Properties & Change
 - ❖ 3rd Nine Weeks -Weather
 - ❖ 4th Nine Weeks -Life Cycles



Writing

Required Products in Portfolios:

- Narratives:
 - Real
 - Imaginative
 - 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



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?

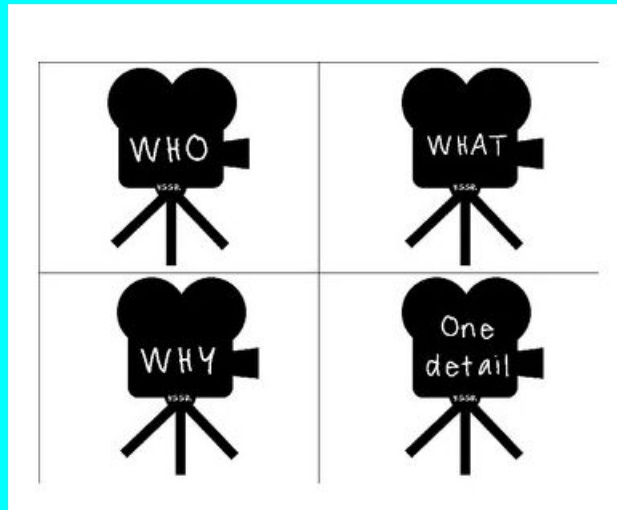
Accuracy is decoding unfamiliar words and self-correcting misread words.

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

<p> Has Met Goal</p> <p>What does this mean? [Redacted] has met or surpassed grade level expectations.</p>	<p>Why is [Redacted] being tested? The teachers and administrators at our school want [Redacted] to read successfully. As part of this commitment, our school uses a test called DIBELS, which stands for <i>Dynamic Indicators of Basic Early Literacy Skills</i>, to examine how many important reading skills [Redacted] has learned.</p>	<p>What can I do? To reinforce what [Redacted] is learning in school, you can read together every day at home.</p>
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What are the skills [Redacted] should learn to become a good reader?

<p> Phonemic Awareness Hearing and using sounds in spoken words</p>	<p><i>We no longer measure [Redacted] phonemic awareness because students should have this skill by the middle of first grade.</i></p>
<p> Phonics Knowing sounds of letters and sounding out written words, measured by DIBELS Nonsense Word Fluency (NWF)</p> <p>Can your child...</p> <ul style="list-style-type: none"> ...sound out single word like van? (v_e_e, _a_h, _m_p) ...read a list of two- and three-letter words? 	<p>Reading letter sounds (NWF-Correct Letter Sounds)</p> <p>Reading whole words (NWF-Whole Words Read)</p>
<p> Accurate and Fluent Reading Reading words in stories easily, quickly, and accurately, measured by DIBELS Oral Reading Fluency (DORF)</p> <p>Can your child...</p> <ul style="list-style-type: none"> ...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? 	<p>Reading with fluency (DORF)</p> <p>Reading with accuracy (DORF)</p>
<p> 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)</p> <p>Can your child...</p> <ul style="list-style-type: none"> ...tell you about the story she or he just read? ...fill in the blank in this sentence? "Before you eat, be sure to [Redacted] your hands!" <p>Does your child...</p> <ul style="list-style-type: none"> ...read often and in many subjects? ...have a passion for reading? 	<p>Retelling a story (DORF)</p> <p>Instructional reading level (TRC)</p>

STAR and Accelerated Reader

- All students will participate in the Accelerated Reader (AR) Program.
- 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.
- A weekly student record report will be sent home each week in the communication folder 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 is 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.
- How to help at home? Listen to your child read and ask them questions about their book.
- Teachers will reward all students who meet their AR goal 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 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

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 daily behavior/homework folder

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.

How will you (parents) receive info from us (teachers)?

- ❖ Email
- ❖ Phone call
- ❖ Notes home
- ❖ Daily Behavior/Homework Folder
- ❖ Progress Reports (Interim Reports-mid 9 weeks)
- ❖ Communication Folders (W)
- ❖ Parent/Teacher conference

PBIS

School

Wide

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.

Classroom Rules and Consequences

- Steps to Success
- Stoplight
- "Smart" Skittles
- Praise
- Good Notes





Keep your car on the right track with your best behavior.

“At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.”

- Jane D. Hull

Questions/Concerns?

If you ever have any questions or concerns, please contact your child's teacher **FIRST**. We will do our best to assist you in any way! Our goal is to help your child succeed. We will be a "team" this year! My phone number, with extension, and email are listed below.

Phone: 252-353-5270 Ext: 5644

Email: waggont@pitt.k12.nc.us