

# Brent Elementary School

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## Syllabus for Grade 2 2018-2019

Jon E. Berg – Classroom Teacher – Room 210

Emily Kadash – Focus Teacher – Room 221

Kelly Laskowski – Classroom Teacher – Room 212

Andrea Meneghello – Classroom Teacher – Room 219

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## Grade Level Information

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### Contact Information

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For urgent needs during the school day, please contact the Brent Elementary School office at **202-698-3363**.

We have a grade-level website where you can find newsletters, a calendar of events, and other grade level info. We encourage you to check the website regularly as we update it frequently.

You can access the website at: <http://www.brentelementary.org/grade-2.html>

### Communication

Each child will receive a Communication Folder to deliver papers from school-to-home and home-to-school. **This folder will come home nightly and should be returned every morning; please plan to check your child's folder every evening and remind your child to turn in any notes or signed papers.** On Tuesdays, the folder will contain the Brent TuesNews, our school newsletter.

Teachers will also communicate through a grade-level newsletter twice monthly. Please feel free to reach out to us at any point with questions or concerns. We will respond to all communication within 48 hours.

## Daily Schedule

Students will have their core instructional classes every day in their homeroom. Students may occasionally transition to another teacher for intervention or enrichment. In addition, students will have one 45-minute special per day [Music, Art, P.E. (timing varies by class), or Science] and one 20-minute visit to the library per week, Students have 30-minutes for recess and for lunch every day. Each class also has a second 20-minute recess. This time may also be used for Social Studies.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:45-8:55</b>	Morning Work	Morning Work	Morning Work	Morning Work	Morning Work
<b>9:00-9:20</b>	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
<b>9:25-10:20</b>	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
<b>10:25-11:20</b>	Math Workshop	Math Workshop	Math Workshop	Math Workshop	Math Workshop
<b>11:25-12:10</b>	Special	Special	Special	Special	Special
<b>12:15-12:45</b>	Recess	Recess	Recess	Recess	Recess
<b>12:45-1:15</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>1:20-1:30</b>	Word Study	Word Study	Word Study	Word Study	Word Study
<b>1:35-2:30</b>	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop
<b>2:35-2:55</b>	Recess/ Choice Time/ Social Studies	Recess/ Choice Time/ Social Studies	Recess/ Choice Time/ Social Studies	Recess/ Choice Time/ Social Studies	Recess/ Choice Time/ Social Studies
<b>3:00-3:15</b>	Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle

## Curriculum

### Math

Brent uses the *Eureka Math* curriculum from Great Minds. *Eureka Math* was developed specifically to meet to the Common Core standards. This approach teaches mathematic as a “story” through carefully sequenced modules. By connecting math to the real world, *Eureka Math* builds students’ knowledge logically and thoroughly to help them achieve deep understanding.

In second grade, students extend their understanding of the base-ten system they’ve been developing since kindergarten. They learn to move from a proportional model to a non-proportional model. (For example, a drawing in which one line represents 10 rather than just 1.) A deep understanding of the base ten system supports students’ ability to add and subtract problems within 1,000. To further support this work, second graders solidify their fact fluency, learning to mentally and quickly add and subtract within 20. Mathematicians will work on story problems throughout the year, engaging in a variety of problems using the “read, write, draw” approach. In addition to gaining specific skills, second grade math workshop also explicitly teaches the eight math practices, encouraging students to be aware of their process as mathematicians.

Parent Tip Sheets about the content we are covering during each module throughout the year will be available on our class website.

### Literacy

Brent uses the Readers and Writers Workshop curriculum from Heinemann and Teachers' College for reading and writing instruction. The Workshop Units of Study are aligned to the Common Core Standards for English Language Arts. Each reading and writing unit includes “mentor texts,” high-quality literature, which teachers use to model specific reading or writing strategies that students emulate in their independent work.

Second grade readers develop fluency and stamina for longer, more complex texts. Most students make the transition to chapter books this year and we’ll support this leap with a series book club unit. In first grade students spent a lot of time working on their decoding and word-solving skills. In second grade we will shift our focus to comprehension work. Second graders learn that reading is thinking, from the moment they pick up a text to the extension discussion they have after finishing it. Two important areas of comprehension work are considering characters (feelings, thoughts, and traits) as well as the author’s message. In second grade students also begin responding to texts through writing, learning how to construct a reading response that includes a claim about the text supported by examples.

In Writer’s Workshop students craft pieces in many of the same genres they learned in first grade, such as personal narrative, informational, and opinion writing. Second grade writers also add two new genres to their repertoires; poetry and lab reports/scientific writing. The first second grade writing unit, “Learning from the Masters,” teaches students to look towards their favorite authors as mentors whenever they’re looking to try a new writing technique. This habit, referring to a mentor text, is an approach second graders will attempt to internalize all year. Second graders will also develop their habits of revision as they’re encouraged unit after unit to return to their drafts and make their writing even better by trying out a mentor’s “craft move” in their own writing. Finally, second grade writers will develop increased independence through the use of student-friendly rubrics that allow the writers to evaluate their progress and set goals for themselves.

Families will get regular updates on our current Units of Study in our newsletters (also available on our class website).

## **Social Studies**

We teach Social Studies throughout the year based on the DCPS Social Studies standards. The primary topics for second grade include community building, citizenship and civic values, American communities and cultural diversity, activism, and indigenous adaptations to North American landscapes.

## **Science**

Science is a Special class for 1<sup>st</sup>-5<sup>th</sup> grade. Our science program is aligned with the Next Generation Science Standards.

## Units of Study

Teaching through units of study supports learners in building meaning and making connections. It is expected that the units will be implemented in the order in which they appear on the calendar. However, we have accounted for some flexibility in the schedule, and will make adjustments as necessary to meet the needs of our students. We will make any updates available on our class website.

### September – mid-January 2019

#### Units of Study | Grade 2 1<sup>st</sup> and 2<sup>nd</sup> Quarters

WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
DATES	8/20-8/24	8/27-8/31	9/4-9/7	9/10-9/14	9/17-9/21	9/24-9/28	10/1-10/5	10/9-10/12	10/15-10/19	10/22-10/4 <small>end of 1<sup>st</sup> term</small>	10/29-11/2	11/5-11/9	11/13-11/16	11/19-11/20	11/26-11/30	12/3-12/7	12/10-12/14	12/17-12/21	1/2-1/4	1/7-1/11	1/14-1/18
# DAYS	5	5	4	5	5	5	5	4	5	3	5	5	4	2	5	5	5	5	3	5	5
WRITING	Lessons from Masters: Improving Narrative Craft						Informational Writing						Writing Gripping Fictional Stories						Poetry: Big Thoughts in Small Packages		
READING	Second Grade Reading Growth Spurt						Becoming Experts: Reading Nonfiction						Studying Characters and Their Stories						Poetry Mini Unit		
MATH	Sums and Differences to 100		Addition and Subtraction of Length Units	Place Value, Counting, and Comparison of Numbers to 1,000						Problem Solving with Length, Money and Data											
SCIENCE	<p><i>The Next Generation Science Standards are taught by Mike Mangiaracina during the specials block <u>outside</u> of the classroom. Please refer to the science long term plans to see what second graders will be studying in science outside of the classroom.</i></p>																				
SOCIAL STUDIES	Building Community: The First Six Weeks of School						Citizenship						Celebrating Our Heritage			Government and Civic Responsibility					

## Late-January – June 2019

### Units of Study | Grade 2 3<sup>rd</sup> and 4<sup>th</sup> Quarters

WEEK	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
DATES	1/24-1/25	1/28-2/1	2/4-2/8	2/11-2/15	2/25-3/1	3/4-3/7	3/11-3/15	3/18-3/22	3/19-3/23	3/25-3/29	4/1-4/3 End of 3 <sup>rd</sup> term	4/8-4/12	4/22-4/26	4/29-5/3	5/6-5/10	5/13-5/17	5/21-5/24	5/29-5/31	6/3-6/7	6/10-6/14
# DAYS	2	5	5	5	5	4	5	5	5	5	3	5	5	5	5	5	4	3	5	5
WRITING	Poetry: Big Thoughts in Small Packages		Writing About Reading				Lab Reports and Science Books					Biographies			Writers Makes Your Case!					
READING	Poetry Mini Unit		Bigger Books Mean Amping Up Reading Power			Folktales and Fairytales		Reading Nonfiction Cover to Cover: Nonfiction Book Clubs					Series Book Clubs							
MATH	Time, Shapes, and Fractions as Equal Parts of Shapes		Addition and Subtraction Within 200; Word Problems to 100						Addition and Subtraction Within 1,000; Word Problems to 100				Foundations of Multiplication and Division							
SCIENCE	<p><i>The Next Generation Science Standards are taught by Mike Mangiaracina during the specials block <u>outside</u> of the classroom. Please refer to the science long term plans to see what second graders will be studying in science outside of the classroom.</i></p>																			
SOCIAL STUDIES	American Communities and Cultural Diversity						Activism: What is a Hero?						Geography and American Indian Adaptations to the Land							

## Assessment

Brent regularly collects data on students' progress using a variety of formal and informal assessment tools. Teachers use both formative and summative assessments to inform our instruction. We use the *Fountas and Pinnell Benchmark Assessment System* to identify patterns in student reading behaviors. For writing, we use rubrics, checklists, and benchmark samples for process-oriented writing and on-demand writing assessments. In math, we use the *iReady Adaptive Diagnostic Assessment* and a beginning and end-of-year Common Core aligned Eureka math assessment to gather baseline data and measure growth. Throughout the year we use End-of-Module assessments from *Eureka Math* to continue to guide instruction. We also create standards-based assessments for social studies, as needed.

Teachers will communicate about student performance through quarterly report cards, Parent-Teacher Conferences, and graded assessments sent home.

## Homework

In second grade, students are expected to begin developing the time management skills associated with homework by making time every night to read and review taught concepts. Students should read daily for at least 20 minutes and log their reading.

In addition, students will be assigned weekly "Must Know" words to commit to memory. Teachers will provide a variety of suggested methods for studying these words. Students will also receive personalized login information for XtraMath.org, a math website, to help them develop fluency for facts within twenty. Twice a month, in the grade-level newsletter, teachers may also include additional activities to support and enhance student learning.

## Supplies

All classroom supplies are covered by the School Supply Fee, payable to the Brent PTA via the school website at the start of the year. We use a community supply system to encourage communication and sharing, and to help foster a sense of mutual responsibility for the classroom and everything in it. To be fair to all students, we ask that individual, special supplies be kept at home.



## **Classroom Management**

Brent uses the Responsive Classroom approach to creating structure and building a strong classroom community. Whenever possible, we empower students to be independent thinkers and problem-solvers. We use role modeling to introduce and reinforce appropriate behavior and language; we employ logical consequences to address misbehavior, and hold class meetings to reflect, set goals, and celebrate achievements.

In each second grade class, students may visit the “Safe Space” if they demonstrate or decide they need space or time to refocus their thoughts or regain control of their emotions. This designated area of the classroom allows children calm down and regroup safely and quietly. We also utilize “Buddy Classrooms” when students need a break from their own classroom they may go to another classroom to calm down or complete an assignment. Students may be asked to complete a “Reflection Sheet” during or after a break, in order to share their thoughts and reflections. If your child fills out a Reflection Sheet, it will be sent home for a parent/guardian to sign. We ask that you use this opportunity to discuss appropriate behavior with your child.

## **Field Experiences**

At Brent, we believe that field experiences are an essential part of the curriculum. These opportunities provide firsthand experiences that enrich and extend our instructional program. Every trip is planned to meet specific objectives, as well as to serve as motivation for a new unit, extension of a concept taught in class, or as a culminating activity that enables students to connect classroom learning to the real world.

All expenses are covered by the \$60 Field Experience fee payable to the Brent PTA via the school website at the start of the year. This fee covers travel and programming expenses, as well as a field experience uniform shirt that is required for trip days. We will send information a few weeks prior to each field experience about the specific curricular connections, as well as a link to Permission Click, an online platform that replaces traditional paper permission slips. Using Permission Click, parents can digitally give approval and sign up to chaperone.

Chaperones are essential to the success of our field experiences! We hope that you’ll have the opportunity to join our class on at least one field experience so you can see how this type of active learning strengthens our in-school studies. Prior to chaperoning, you will need to complete the DCPS volunteer clearance process, you will also receive a handout of frequently asked questions, as well as specific information about the trip.

## **Volunteering**

Brent loves support from friends and family members! We frequently need assistance with photocopying, organizing, filing, labeling, and other classroom jobs. After the first six weeks of school, we also welcome volunteers to work with students during the school day. Some volunteer activities might include reading with individuals, working with a small group of students, or supporting an art project or other activity. If you are not able to volunteer during the day but still have some time to contribute, we do have some tasks that can be completed at home.

Please check our newsletters for volunteer needs throughout the year.

## School-Wide Information

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For more information on school policies, please see the Family Handbook, available at [www.brentelementary.org](http://www.brentelementary.org).

## Contact Information

Principal, Norah Lycknell

[norah.lycknell@dc.gov](mailto:norah.lycknell@dc.gov)

PTA President, Ben Champa

[benchampa@gmail.com](mailto:benchampa@gmail.com)

For urgent needs during the school day, please contact the Brent Elementary School office at **202-698-3363**.

## Communication

**TuesNews:** Every Tuesday, families will receive a newsletter, known as the “TuesNews.” This newsletter will provide valuable school-wide information about upcoming programs, classroom highlights, weekend activities, and other essential information. Please plan to set aside time every Tuesday evening to read over this newsletter.

**Website:** Our school website site, [www.brentelementary.com](http://www.brentelementary.com), provides a calendar of upcoming events, information on each classroom teacher and special programs, in addition to copies of important forms. Check the website regularly for updates and new pictures!

**Family Handbook:** This comprehensive handbook with details on school policies, uniforms, and other important issues. Copies are available on the website or in the Main Office.

**Connect Ed Phone Calls:** DCPS and Brent Elementary use Connect Ed Phone calls to communicate critical information. If you do not receive at least one Connect Ed phone call before Labor Day, please contact the Main Office to verify the home phone number on record.

## Attendance

Regular attendance is essential for academic success. Students should arrive at school prepared to learn every day. **Students are expected to be in their class “parking space” on the playground (or at designated location during inclement weather) at 8:35 AM. Students who are not in their classrooms at 8:45 AM will be marked tardy.**

When students are absent, Brent follows the DCPS Attendance policies. A student’s absence will be considered “excused” only if it meets one of these requirements:

- Illness or medical cause experienced by the student
- Death in the student’s immediate family
- Quarantine, contagious disease, or infection (by direction of authorities)
- Observance of a religious holiday
- Medical or dental appointments for the student

**In order for absences to be excused, a parent or guardian must provide the office with a written note including the student’s name, teacher’s name, and reason for the absence on the noted date.**

Students with more than three unexcused absences as well as students with frequent tardiness will be referred to the social worker for counseling and an intervention plan.

## Food and Nutrition

Brent Elementary uses Revolution Foods Dining Services for breakfast and lunch. Breakfast is free for all students and is served in the cafeteria from 8:15 AM to 8:35 AM daily. Parents can view lunch account statuses and add funds at the machine in the Cafeteria or online at [www.mylunchmoney.com](http://www.mylunchmoney.com). Free and Income based reduced priced are also available. Contact the Main Office for more information.

Whether you buy your food at the school cafeteria or bring it from home, **Brent encourages families to pack healthy snacks and lunches for their children that include lots of fresh fruits, vegetables and whole grains.**

**Brent is a NUT-FREE SCHOOL.** This includes both peanuts and tree nuts (such as almonds, walnuts, pecans, etc.). Brent has students with severe allergies to nuts that can be triggered simply by coming into contact with a surface that has nut residue on it, including keyboards and tabletops. Healthy alternatives to peanut butter that do not trigger allergies include soy-nut butter and sunflower seed butter, which are available in many super markets.

## Uniforms

**All students must wear their school uniform every day**, unless otherwise notified. The uniform consists of a **hunter green** or **white collared shirt** or blouse and **hunter green or khaki pants**, shorts, skirts, skorts, or jumpers. Brent Elementary School shirts (t-shirts, polo shirts, and sweatshirts) are also available on the school website. Closed-toed shoes with rubber soles are required for Physical Education. Students are expected to wear safe, functional shoes and clothes that they can put on and off independently.

If students arrive at school without their uniform or wearing inappropriate clothing, parents will be contacted to bring suitable clothing and/or students may be asked to change into school provided uniform clothes.

## Celebrations

Throughout the year, Brent provides many opportunities for children, families, and faculty to come together in celebration of the season and acknowledgement of student learning. We seek to ensure that all celebrations contribute meaningfully to the community and to the education of all students. School-wide events have included Exhibition Nights, Publishing Parties, Math Night, and Concerts. In addition, teachers plan celebrations throughout the year for families to come into classrooms, share with each other, and recognize students' achievements.

Some holidays may be acknowledged during the year in classrooms or specials as they pertain to class goals and grade-level standards. Instruction about holidays will be conducted in an objective, neutral, non-devotional manner and will serve a secular educational purpose. **We will not celebrate holidays with food**, both out of respect for families who do not observe holidays or celebrations and for children who have food allergies and are not able to participate in food-related celebrations.

Student birthdays may be acknowledged in individual classrooms during the school day, in ways that do not interfere with instruction. **We will not celebrate birthdays with food.** *Families are encouraged to consider donating a book or game to their child's classroom in lieu of food treats.* Family members are also welcome to spend time at lunch or recess with their child on (or around) his or her birthday.

**If you are interested in sharing a family tradition or special event with your child's class, please coordinate all plans in advance with the classroom teacher.**