Welcome to Second Grade!

Second Grade Team

Ms. Laskowski 212
Mr. Berg 210
Mr. Meneghello 219
Ms. Wilsher Partner Teacher
Ms. Kedash Focus Teacher
Ms. Cole Student Teacher
Hopes and Dreams

Thank you for sharing your hopes and dreams!

Our hope is that we can work together as a team to support our second grade scholars in reaching their goals this year.

Home Visits

We have completed 54 home visits so far!

If you would like to schedule a home visit please contact your home room teacher!

Responsive Classroom

How students learn is as important as what they learn.

- Engaging academics
  - Choices, interest-based, interactive
- Positive community
  - Morning meetings, collaborative rule creation, shout-outs
- Effective management
  - Clear expectations, opportunities to practice, opportunities to learn from and repair mistakes
- Developmentally responsive
7 year olds

<table>
<thead>
<tr>
<th>Physical</th>
<th>Social-emotional</th>
<th>Cognitive</th>
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</thead>
<tbody>
<tr>
<td>Improved physical abilities</td>
<td>Inward looking:</td>
<td>Enjoy repeating tasks and reviewing</td>
</tr>
<tr>
<td>Like confined spaces</td>
<td>sometimes moody, sulky, or shy</td>
<td>learning</td>
</tr>
<tr>
<td>Sometimes tense</td>
<td>Enjoy one-on-one conversations</td>
<td>Like to work by themselves and slowly</td>
</tr>
<tr>
<td>Can be sensitive to hurts, real and</td>
<td>May change friendships quickly</td>
<td>finish what they start</td>
</tr>
<tr>
<td>imagined</td>
<td>and feel “nobody likes me”</td>
<td>Not bothered by mistakes</td>
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<tr>
<td></td>
<td>Don’t like taking risks</td>
<td>Like to be read to</td>
</tr>
<tr>
<td></td>
<td>and making mistakes</td>
<td>Enjoy hands on exploration</td>
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<tr>
<td></td>
<td>Conscientious and serious, strong</td>
<td>Increasingly able to reflect on their</td>
</tr>
<tr>
<td></td>
<td>likes and dislikes</td>
<td>learning</td>
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Challenges

- Perfectionist tendencies and cravings for structure that make students struggle with changes in routine

- Conscientiousness that sometimes leads to:
  > overly worrying about assessments/assignments
  > slow rate of work/strong desire to finish

- Preference to work alone (or with a close friend thought that friend may change frequently), rather than in a group

- Sensitive - requiring a great deal of reassurance from adults

Strengths

- Increased ability to listen well and speak precisely, sharing what they’ve learned and what they like about it

- Improved physical coordination

- Growing sense of moral responsibility to the world beyond themselves

- Industrious and often become completely engrossed in what they are doing
Writers Workshop

- Direct instruction through mini-lessons
- Strategy groups and conferring
- Genre-based rather than prompt based
- Teaches the writing process: idea generation, planning, drafting, revising, editing and publishing.
- Published texts used as "mentors"

Genres: personal narrative, informational, persuasive, realistic fiction, poetry, lab reports

Readers Workshop

- Direct instruction through minilesson
- Independent reading in just-right books
- Strategy groups and Guided Reading groups
- Book Clubs
- Written response to reading

How do we determine reading benchmarks?

- accuracy
- fluency
- comprehension
- written response
Word Study

- Developmental spelling, phonics, and vocabulary program
- Individualized to meet students at their current stage of spelling development
- Students engage in individual, partner, and small group activities

Math Workshop

- Carefully sequenced learning progression that builds through the grades
- Focuses on building conceptual understanding, number sense and computational fluency
- Rigorous and Common Core aligned
Specials Trimester Schedule

210
- Trimester 1: Science
- Trimester 2: Music
- Trimester 3: Art
- PE: Friday
- Library: Monday

212
- Trimester 1: Art
- Trimester 2: Science
- Trimester 3: Music
- PE: Wednesday
- Library: Friday

219
- Trimester 1: Music
- Trimester 2: Art
- Trimester 3: Science
- PE: Monday
- Library: Friday

* Sport / PE will begin during approximately week 6

Social Studies

- Citizenship
- Celebrating Our Heritage
- Government Civic Responsibility
- American Communities and Cultural Diversity
- Activism: What is a hero?
- Geography and American Indian Adaptations to the land
Field Experiences

DCPS Volunteer Clearance
All chaperones need to complete the DCPS volunteer clearance process which includes fingerprinting and a TB test - clearance is valid for 2 years

Homework
• Provide a school to home connection
• Develop of executive functioning skills
• Facilitate mastery and maintenance of foundational academic skills
• Allow for choice and universal access
Homework

Reading
☐ Read at least 20 minutes each day. Record your reading in the reading log.
☐ Use the “Reading Conversation Starters” to talk about your reading with family members.

Word Study
☐ Write a sentence for each of the must know words.
☐ Complete and check off 2 word practice activities from the menu.
☐ Study this week’s and previously taught words for Monday’s quiz.

Math
☐ Complete XtraMath once every day and put an ‘X’ in the box once it has been completed.
☐ Complete the sheet targeting this week’s math workshop learning.

Reading Conversation Starters
☐ Talking point: 1. How did you decide to read this book?
☐ Talking point: 2. What did you find out when you took a sneak peak?
☐ Talking point: 3. What is your goal as a reader today? This week?

Most Know Word Practice

<table>
<thead>
<tr>
<th>Here</th>
<th>until</th>
<th>high</th>
<th>after</th>
<th>blend</th>
</tr>
</thead>
</table>
☐ Know how
☐ Write and illustrate
☐ Highlighter write
☐ Word Hunt

Communication

Second Grade News
Brent Elementary School

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kaylee.wilsher@k12.dc.gov
brent.second.graders@gmail.com
www.brentelementary.org/grade-2.html
Getting Involved

- Join Morning Meeting
- Chaperone a Field Experience
- Support an enrichment day (Math and Science Day, Health and Fitness Day)
- Share your expertise as a guest speaker
- Confer with students during independent work time