

Second Grade

Morah Laura
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Curriculum Night
Saul Mirowitz Jewish Community School
2019-2020
5779-5780

"The more that you read, the more things you will know.
The more that you learn, the more places you'll go."

Dr. Seuss

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Feel free to e-mail or call us at school. We will return your call or e-mail within 24 hours during the week. We look forward to our ongoing communication and partnership.

Literacy

Students will improve their reading and writing skills through:

Reader's Workshop

We will follow a reader's workshop framework for structuring literacy time so students develop lifelong habits of reading, writing, and working independently. Throughout the week, students will choose from authentic reading and writing choices, working independently toward personalized goals. Meanwhile, the teacher will meet individual needs through whole-group and small-group instruction, as well as one-on-one conferring. Students will work on independent reading, partner reading, small flexible reading groups. They will also work on developing spelling and grammatical skills. During literacy, we will help students improve their comprehension, accuracy and fluency while reading as well as expanding their vocabulary.

Students are reading to improve their reading fluency and comprehension and to increase their vocabulary. Students will improve pre-reading, during reading, and post reading strategies. Students will engage in author studies and study a variety of genres including biographies and fairytales.

Writer's Workshop

What does it look like?

Second graders are chomping at the bit for more rigorous work. They feel very big now and want work that feels big and important. We will utilize Lucy Calkins' Writing Workshop model; a series that invites second-graders into author studies that helps them craft

powerful true stories, science investigations and lab reports, and finally, into some very grown-up writing about reading.

A typical workshop includes:

- Connections – The students learn how the day's instruction relates to their daily lives and their own body of work.
- Teaching – Students are explicitly taught strategies and skills of excellent writers through demonstration, guided practice, and inquiry.
- Active Engagement – Students practice the strategy during the mini-lesson, looking for ways to apply it to their own writing.
- Link – Students are reminded that they now have one more strategy for their “toolkits” and are directed to begin working independently.
- Conferences – Teachers meet regularly with individuals and small strategy groups to coach individual students with their personal writing goals.

Units of Study:

1. Lessons from the Masters: Improving Narrative Craft
2. Information: A How-To Guide to Nonfiction
3. Writing Gripping Fictional Stories: Fairy Tales
4. Writing about Reading
5. Lab Reports and Science Books
6. Poetry: Big Thoughts in Small Packages

Sample mini-lessons include generating ideas, sentence structure, stretching out small moments and writing in detail, gathering evidence from texts to craft persuasive arguments, and the writing process (pre-writing, drafting, revising, editing, publishing).

Spelling & Grammar

Second grade students will learn more about the conventions of English grammar and how it boosts the power of their writing and reading. Daily practice is integrated into morning work, writing workshop, individual reading conferences, and many teachable moments in which we can draw attention. Instruction is differentiated and students will explore spelling through a wide variety of activities.

We will focus on...

- Identifying nouns (singular and plural), adjectives, verbs (irregular and regular)
- Simple and compound sentences
- Capitalization (first letter of a sentence, proper nouns)
- Punctuation (periods, exclamation points, question marks)

Handwriting

Students will improve their handwriting and learn cursive this year. The Handwriting Without Tears curriculum emphasizes posture, spacing within and between words, sizing, and legibility.

Digital Literacy

Second grade goals include being able to communicate about technology using developmentally appropriate and accurate terminology. Students are expected to demonstrate safe, responsible and cooperative use of technology. Additionally, students participate in technology projects in the classroom and use iPads to reinforce math and literacy skills.

Math

What does it look like?

Math in Focus is an authentic Singapore Math curriculum with problem solving as the center of math learning. Concepts are taught in a progression of concrete, pictorial, and abstract through real-world, hands-on experiences. Students begin the process of concept mastery by learning concepts through visual lessons and teacher instruction. They consolidate concepts and skills through practice, activities, math journals, and activities. Finally, students apply concepts and skills with extensive problem-solving practice and challenges. As a result, the students can learn how to think deeply and appreciate math.

What are students learning?

Students will continue to develop the following mathematical skills through daily activities with our Singapore Math materials and integration of math into the other subject areas.

- Place Value
- Addition and Subtraction
- Multiplication and Division
- Bar Models
- Measurement
- Money
- Fractions
- Time
- Geometry
- Data Analysis

All About Math Facts

We define automaticity as knowing the answer to a fact in three seconds or less. Rather than treating each addition fact as an

isolated piece of knowledge, a strategic approach is applied to math facts. It is important for students to see how basic facts generalize. That is, it is critical that students see the link between $3 + 2$, $30 + 20$, and $300 + 200$. This knowledge is crucial to mental computation and approximation skills. The purpose of these exercises is to develop a wider sense of numbers. In addition to generalizations, students practice facts from particular number families using manipulatives, games, and flashcards. For example, if a child is practicing multiplication and division for twos, you might see a student building arrays, playing games or sorting flashcards that correspond with that particular set. Once achieving automaticity for the twos, students would then double their automatic facts to build automaticity for the fours.

End of year benchmark goals include adding and subtracting numbers within 20 as well as multiply and divide by 2s, 5s and 10s.

Science and Social Studies

Science

What does it look like?

Students will take part in experiments, observations and data collection throughout each science unit. Students will be encouraged to learn through inquiry and questioning the world around them. By incorporating outdoor learning and experiential education, students will develop deeper scientific understandings through authentic learning experiences.

What are students learning?

Students will participate in three carefully structured units of study:

- Plants & Gardens
- Liquids & Solids
- Life Cycle of Butterflies

Social Studies

What does it look like?

Students will become historians and cultural researchers by participating in individual and group projects encouraging curiosity about the world around us.

What are students learning?

Students will be learning through research and questioning in the following topics:

- Native Americans
- Map Skills
- Geography (Flat Stanley)

This year your child will work to help make our schoolyard more sustainable by taking care of our two **butterfly gardens** in hopes of attracting and protecting native butterflies.

Judaics

What does it look like?

Second grade Judaics includes individual reflections, small group and whole class discussions of Torah text. Students will document their year of learning through written assignments and artwork.

What are students learning?

The second grade Judaics curriculum will focus on the books of Shemot and Bamidbar. We will also celebrate the Jewish holidays during the school year. Students will learn about the history and traditional aspects of the holidays as well as various customs and traditions of celebrations. Throughout the course of the year, students will view the TaNaKh as the formative narrative of the Jewish people – past, present, and future.

What units and Torah stories will my child study?

Shabbat

Wandering in the Desert/Manna

Shemot 16:1-36

Yitro & the Ten Commandments

Shemot 19:3-20:18

The Golden Calf

Shemot 31:18-34:35

The 12 Spies

Bamidbar 13-14

Moses Striking the Rock

Bamidbar 20:1-13

What big ideas and essential questions will guide my child's Judaic learning?

Leaders use actions and words to help people.

Shared experiences create community

The stories of the Torah add meaning to my life

Decisions can be difficult to make

Important events can change my life

How do I make my voice heard?

What does it mean to trust in God?

How do we build a holy community?

What does it mean to be Jewish?

How does the Torah add meaning to my life?

How can events help me change and grow?



***T'fillah* Philosophy**

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“Daily *t'fillah* can offer an opportunity to breathe, to take stock and to prepare as only humans can prepare for the challenges and opportunities of a new day.”

Wachs, Saul, *Towards a Theory of Practice: Conducting Services for and with Children and Teens in Jewish Day Schools*. SSDS Association, New York, 2009.

We believe that the time our students spend in *t'fillot* is a crucial part of their school experience. Students are being trained to be both engaged in and knowledgeable about *t'fillot* from multiple viewpoints within the Jewish tradition. It is an opportunity to experience spiritual, transformational moments as they understand the origin and intent of each blessing and its message for personal growth and commitment to making our world a better place.

Our goal is for students to see *t'fillot* as an enriching part of the day which can lead to self-reflection and has the potential to inspire them to “live justly, love mercy and walk humbly before God.”

Students will be able to:

- Lead a weekday service in their home synagogue,
- Navigate a *siddur* in any synagogue,
- Connect prayers and blessings with deep emotional experiences,
- Explore a personal relationship with God,
- Connect everyday experiences with Jewish expressions of thanks through blessings,
- Feel comfortable exploring and questioning the meaning and origin of prayers, and
- Be a participant in discussions about the meaning of personal and community prayer.

Second Grade *T'fillah* Schedule

Monday: *T'fillah*/Havdallah

Tuesday: *T'fillah*

Wednesday: *T'fillah*

Thursday: *T'fillah*/Torah Study

Friday: Kabbalat Shabbat

The ABC's of Second Grade

A

Attendance: Learning and fun take place everyday! Please make sure your child comes to school on time except in cases of illness or emergency. Call the office at 576-6177 to report an absence before school. If your child needs to leave during the day, please *send a note with them*. Students need to be in the classroom at 8:20 to organize belongings and be fully prepared for the day. We begin our day promptly at 8:30.

B

Birthdays: Students are more than welcome to celebrate their birthday at school! In accordance with school policy, birthday treats are no longer permitted. Speak with your classroom teacher about alternative birthday celebrations.

C

Communication: Please feel free to contact me at any time with questions or concerns. I will return your call or e-mail within 24 hours during the week. Conferences: Conferences will be held twice a year. Sign up and reminders will come home prior to conference time.

D

Dismissal: School ends at 3:30. If your child is to go home a different way than his or her normal manner, you must send a written note or e-mail.

E

Emergencies: The school may need to contact you in case of an emergency. Please make sure your contact information is updated.

E-mail: E-mail is the most efficient way for me to communicate with families. Please make sure I have all of your working e-mail addresses.

F

Field trips: Detailed field trip information (times, drivers, etc.) will be sent home via e-mail.

G

Gym: We have PE Monday, Tuesday, Wednesday and Friday. For safety reasons, your child is required to wear tennis shoes with socks.

H

Homework: Second graders will have about 20 minutes of homework every night. Students are expected to read for 10 minutes and complete their reading log each night. There will also be 10 minutes of Hebrew, math, or another assignment. If your child has worked for 10 minutes and does not understand or it is too difficult, please write us a note and return it to school.

I

Important Papers: Important notes will be sent home periodically in the "Parent Communication" section in the Everything Binder.

J

Jobs: All students will have the chance to help with classroom jobs.

K

Kindness and Kavod: We will learn to be kind and show kavod (respect) to others and ourselves everyday!

L

Library: We will visit the library on Fridays to check out books. Please make sure all books are returned to school each week so that students can check out new books to bring home! Lunch: Lunch is every day from 12:00 - 12:30.

M

Management: Our classroom management is supported through establishing a classroom community that is welcoming and supportive of each other.

Math: We have math every day and use the Math in Focus program.

Math in Focus encourages students to share their ideas

and learn from one another to develop a strong number sense and become effective thinkers and mathematical communicators. Movement: Based

upon research, movement is key for academic success in the classroom. We will be incorporating movement as active learning techniques throughout the day.

N

Newsletters: You will receive a Kitah Bet newsletter containing information about what your child is learning in class and important reminders. Notes:

Please put all notes to the teacher in the "Parent Communication" section in your child's Everything Binder.

O

Organization: Good organizational habits begin to form in 2nd grade. To help your child keep organized throughout the year, they will have an Everything Binder. The three-ring binder houses a homework agenda and reading log, homework pocket, wonderful work to go home, parent communication between home and school, and a Hebrew section. Papers in the "work to go home" pocket are graded work for you to keep at home. It is imperative to go through the Everything Binder daily with your child to ensure that your child is learning responsibility and that all parent communication is received.

P

Practice: The skills learned in class need to be practiced often, so please ask your child to read for you or quiz him/her on math facts.

Q

Questions: Reading comprehension is important in 2nd grade. Ask your child questions about the books he/she reads. Some examples include: What do you think the author wants us to be thinking about right now? Why did the author use this word to describe the scene?

R

Reading: Students are expected to read for at least 10 minutes every night. Students must complete their reading log, including an adult signature (grandparents, babysitters, aunts, uncles, etc. may sign the reading log).

S

Seesaw: Make sure you have the Seesaw app on your phones! We update it often with pictures and student work so you can have a sneak peek of your child's day. Snacks: Students are encouraged to bring a small, healthy snack and water bottle each day. There will be a morning and afternoon snack every day. Please make sure your child knows what is snack and what is lunch so that there is enough food to eat come lunch!

T

Tardies: Students will be considered tardy if they arrive in the classroom after 8:30. Arriving by 8:20 allows the students to transition into the day. Instructional time starts promptly at 8:30. Technology: We will be incorporating technology into the classroom through Smart Boards and iPads.

U

Unique: We recognize that each child has unique learning styles. Instruction will be differentiated to meet all learning needs.

V

Volunteers: We love volunteers! Moms, dads, grandparents...look for information on how you can help our classroom!

W

Weather: Please send your child in weather appropriate clothing. If your child wears snow boots to school, please send an extra pair of shoes for the day.

XYZ

We are **eXcited** to work with **you** and **your** child this year! Make sure he/she gets plenty of **zzzzz's** each night as we have exciting days planned for this year!