

Second Grade

Morah Sallie

Morah Sarah



Curriculum Night

Saul Mirowitz Jewish Community School

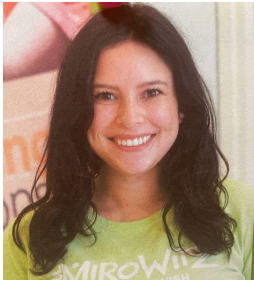
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“Take chances, make mistakes, and get messy!”

-Ms. Frizzle”

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Feel free to e-mail us, call us at school, or send a quick text. We will return your communication within 24 hours during the week. Please note that no work or communication is conducted on Shabbat and High Holy Days. We look forward to our ongoing communication and partnership.

10 Most Important Things to Know about Second Grade

1. **We go outside everyday!** Rain or shine, hot or cold. Please make sure that your child is dressed appropriately for the weather along with closed-toe shoes that allow them to travel on all terrains.
2. **We need energy!** Your child is busy thinking, playing, and moving all day long. Please make sure that your child has a brain-food snack everyday. Snacks must be peanut and tree nut free. It's a good idea to have an extra stash of snacks at school for those super-hungry days or days that snacks are forgotten.
3. **We get messy!** Please make sure that your child has rain boots, a paint shirt/smock/apron, and a weather-appropriate change of clothing.
4. **We are responsible!** Your child will have their Blue Homework Folder to keep track of their homework, school work, and other important papers. We also encourage you to help your child pack and unpack their backpacks, snacks, and even lunches.
5. **We do homework!** Second graders will have about 20 minutes of homework every night. Students are expected to read for at least 10 minutes and report their minutes on their homework sheet. There will also be 10 minutes of other assignments. Spelling should be practiced twice a week using the menu of activities in their Blue Homework Folders. Hebrew homework will be on Tuesdays and inside their Blue Homework Folders as well. 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. All other work in your child's folder will be for you to celebrate, talk about, and keep at home.
6. **We are safe!** Please make sure that your child has a properly fitting mask, extra masks in their backpacks, and a filled water bottle every morning. You might also want to consider a small bottle of unscented lotion as the weather begins to change and our hands dry out.
7. **We communicate!** Once a week, you will receive a newsletter with a brief overview of academic content, upcoming dates, and other important information. Instead of a newsletter, you may receive a personalized note sharing a highlight about your child. If ever you have a question or concern, please contact us. We are all part of a team to help your children succeed!
8. **We celebrate!** We celebrate birthdays, holidays, and achievements, with shout-outs, songs, dance, and special activities. In accordance with school policy, special treats are not permitted. If there is something special that your family celebrates, let us know! We want to learn and celebrate together.
9. **We are kind!** We are a community of learners, and we practice showing kavod to all members of our community. When we make a mistake, we practice tikkun to repair the relationship and make it better.
10. **We love your kids!** We strive to meet the individual needs of each child and help them grow to be their best selves in every way!

Literacy

Daily 5

What does it look like?

We follow the Daily 5 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 choices for independent reading, partner reading, and listening to reading. They will also work on forming cursive letters, exploring spelling patterns, and honing their grammatical skills, 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. During read alouds, shared reading, and minilessons, we will help students improve their comprehension skills with pre-reading, during reading, and post reading strategies. They will also expand their vocabulary and increase their accuracy and fluency while reading on their just-right levels.

Writer's Workshop

What does it look like?

Second graders are chomping at the bit for more rigorous writing to share their important ideas. We utilize Lucy Calkins' Writer's Workshop model, a series that invites second graders to craft powerful true stories, science investigations and all about books, and finally very grown-up writing about reading.

A typical workshop includes:

- Connection – Students learn how the day's instruction relates to their daily lives and their own body of work.
- Teaching – Students are introduced to strategies and skills of excellent writers through demonstration, guided practice, mentor texts, 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 students on their personal writing goals.

Units of Study:

1. Small Moment Stories
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 elaborating with details, gathering evidence from texts to craft persuasive arguments, and the writing process (pre-writing, drafting, revising, editing, publishing).

Grammar

What does it look like?

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 Writer's Workshop, individual reading conferences, Daily 5, and many teachable moments in which we can draw attention.

We will focus on...

- Nouns (singular and plural), adjectives, verbs (irregular and regular)
- Simple and compound sentences
- Conjunctions (and, or), homophones (to, two, too), reflexive pronouns (myself, ourselves)
- Capitalization (first letter of a sentence, proper nouns)
- Punctuation (periods, exclamation points, question marks)

Phonics

What does it look like?

_____ Four days a week, second graders will participate in phonological and phonemic awareness lessons from the Heggerty program. In a whole group setting, the students will practice:

- Rhyming Words
- Segmentation and identification of individual sounds
- Blending sounds together
- Adding, deleting, and substituting sounds to make new words
- Letter-sound correspondences, including blends, digraphs (two consonants-one sound), diphthongs (two vowels-one sound), and long and short vowel sounds

Digital Literacy

Second grade goals include being able to communicate about technology using developmentally appropriate and accurate terminology. The students participate in technology projects in the classroom, are introduced to beginning research skills, and practice academic skills with various apps. We demonstrate safe, responsible, and cooperative use of technology. Additionally, students practice:

- Using iPads- turning on/off, finding apps, troubleshooting iPads
- Spelling skills with Build a Word Express
- Math facts with various apps
- Reading with RAZ Kids and Epic!
- Complete online assignments and show their knowledge with Seesaw
- Connecting through Zoom

Math

Math in Focus

What does it look like?

Math in Focus is an authentic Singapore Math curriculum with problem solving at the center. Concepts are taught in the progression of concrete, pictorial, and abstract through real-world, hands-on experiences. Students begin the process of concept mastery through visual lessons, manipulative use, and explicit instruction. They consolidate concepts and skills through practice, activities, and math journals. 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.

Units of Study:

- Place Value
- Addition and Subtraction, with regrouping
- Multiplication and Division
- Measurement, standard and conventional
- Money
- Fractions
- Time
- Geometry
- Data Analysis

Math Facts

What does it look like?

We define automaticity as knowing the answer to a fact in three seconds or less. Rather than treating each math fact as an isolated piece of knowledge, a strategic approach is applied to see how basic facts generalize. That is, students are encouraged to notice 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 with those facts, or sorting flashcards that correspond with that particular set.

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

Inquiry

Science

What does it look like?

Students will take part in experiments, observations, and data collection using questions and curiosity to guide their learning. By incorporating outdoor learning and experiential education, students will develop deeper scientific understandings and knowledge of the scientific process through authentic learning experiences.

Units of study:

- Plants & Gardens
- Leading the school in incubating, caring for, and raising our school chickens
- Water Erosion
- Life Cycle of Butterflies

Social Studies

What does it look like?

Students will become historians and cultural researchers, using questions and curiosity to guide their learning. Students will participate in individual and group projects to explore our place in this world as well as ways to make our world a better place. In addition to the units of study listed below, students will also learn about current events with our weekly Scholastic News magazines.

Units of study:

- Indigenous People
- Map Skills
- Geography
- Current Events

Second Grade Capstone Projects

This year your child will work on two projects to culminate all their learning.

- Second graders will take care of the butterfly gardens to attract native butterflies and other pollinators.
- Second graders will learn about the life cycle of chickens by incubating and being leaders in the school when taking care of our school chickens.

Judaics

What does it look like?

The second grade Judaics curriculum will focus on Torah, Tefillah, and Jewish Holidays. Judaics includes individual reflections, small group, and whole class discussions of Torah text. We will explore the books of Shemot and Bamidbar. Throughout the course of the year, students will view the TaNaKH as the formative narrative of the Jewish people – past, present, and future. Each student has a binder to document his or her year of learning.

Units of Study:

- Torah:

Wandering in the Desert/Manna	<i>Shemot 16:1-36</i>
Yitro & the Ten Commandments	<i>Shemot 19:3-20:18</i>
The Golden Calf	<i>Shemot 31:18-34:35</i>
The 12 Spies	<i>Bamidbar 13-14</i>
Moses Striking the Rock	<i>Bamidbar 20:1-13</i>
- Tefillah: In addition to their participation in our school Tefillot (prayer services), the second graders will explore the meaning behind the prayers and blessings they recite, will learn to read them correctly, to identify and recognize repetitive words, and acquire some essential prayer vocabulary.
- Holidays: Second grade students will celebrate the meaning and history of our Jewish holidays during the school year. We will explore the holidays through the lens of our school middot (values). We will delve into text for the holidays mentioned in the TaNaKH. We will learn, through hands-on experiences, about the history of the holidays, as well as the customs, blessings, and traditions of celebrations.

Ivrit - Hebrew

What does it look like?

Students in Hebrew class participate in activities that engage the interpretive, interpersonal and presentational modes of communication. They address the four language skills of reading, writing, speaking and listening. The materials used in class are vivid and attractive representations of Israeli culture, including videos, advertisements, articles, stories, skits, songs, books, and the Hebrew environment. Students also create projects and presentations as they progressively increase their vocabulary and communication skills while also developing thinking, learning and life skills. Teachers speak almost exclusively in

Hebrew during class, and students are expected to answer in Hebrew as well. All assignments must be completed in Hebrew unless otherwise instructed.

What are students learning in Hebrew?

Kitah Bet students begin the year learning the script alef-bet. From this year forward, students will read mostly in print and write exclusively in script. At the same time, they strengthen their abilities to connect with classmates and other Hebrew speakers and learners. Topics of study include mostly the immediate surroundings and activities of a second grade student, and expand to include getting to know more about the members of their families. It is our goal that by the end of the year most students reach the “Novice-Mid” level of proficiency in these topics in reading, writing, listening and speaking on the language proficiency scale established by the American Council on the Teaching of Foreign Languages. At this level students can understand, and write or say memorized words and phrases learned in the topics they have studied. They may be starting to create original expressions that combine and manipulate those words and phrases. They may also be starting to learn basic grammatical rules but do not yet apply them consistently.

Materials include:

- *Ktav Bekalut*: the Hebrew script book in the Learning Without Tears series
- *Chaverim B'Ivrit 1*: this workbook explores the birthday album of a girl named Tamar, and the role each of her family members plays in her celebration.
- *Ofek / Milah Tovah*: learning series for native and heritage Hebrew speakers from the Israeli Center for Educational Technology
- Many sources of authentic Israeli materials such as classic children's books and songs, Youtube videos, Israeli websites, newspapers for Hebrew learning and more.

Yisrael - Israel

At Mirowitz we seek to instill in our students an attachment to the State of Israel, its culture, and its people, as well as a sense of responsibility for their welfare. We envision a generation of Jewish leaders who — energized by a profound cultural and historical knowledge of Israel, meaningful relationships with Israelis, personal experiences in Israel, Hebrew language proficiency and a nuanced understanding of modern Israel — proudly lead, support and strengthen the Jewish state.

The particulars of our curriculum are dynamic, evolving to reflect available materials and research on Israel education, as well as current culture and events within Israel. If you have any particular questions about what or how your student is learning about Israel, please don't hesitate to reach out to your student's classroom teacher or Becky Lerner, our Hebrew and Israel Education Coordinator.

Students in Kitah Bet make connections to Israel both in and outside of their Hebrew learning. These units include:

- Symbols of the modern state, especially the history, words, and meaning of HaTikvah
- Israeli elements of Jewish holiday celebrations and special days on the Israeli calendar
- Classic and modern Israeli songs, books and folk dances. Jerusalem, as both an ancient city holy to many and the capital of a modern political entity, the State of Israel
- Israeli artist and artistic style
- The life and poetry of Israeli national poet Hayim Nahman Bialik
- Israeli currency as part of the money unit
- The Old City and New City of Jerusalem
- Units in development for this year:
 - Communities in Israel
 - Butterflies in Israel

Our approach to Israel education is built on three pillars:

1. Modern Hebrew

One of the great successes of the modern State of Israel has been the revitalization of the Hebrew language. Our commitment to Hebrew study is bolstered by research showing that language proficiency correlates with affinity for the community that naturally speaks that language. Strong Hebrew skills help students forge meaningful relationships with Hebrew-speaking family and friends, connect emotionally with Israeli culture and literature, and engage with the Israeli society when they visit the country.

2. Relationships and Culture

Mirowitz students engage with Israelis and Israeli culture every day through personal interactions and by learning in an environment rich with Israeli symbols and references. Students learn about how Jewish holidays are celebrated in Israel and mark modern Israeli holidays and national events. They learn Israeli

dances and children's games, listen to Israeli music, and enjoy Israeli stories, poems and videos.

3. Arts, Sciences, and Humanities

When Mirowitz students study developmentally appropriate aspects of Israel through the lenses of the various arts, sciences and humanities, it deepens their connections to Israel, informs their understanding of the state and its history, and inspires lifelong curiosity about Israel. The Hebrew and Israel Education Coordinator and Director of Jewish Life collaborate with specialists and classroom teachers to develop both stand-alone lessons on Israel and units of study that integrate Israel content into other content areas.



***T'fillah* Philosophy**

2018-2019 / 5778-5779

“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

We are looking forward to a wonderful year together!