

Long

Welcome to Second Grade!



Faith, Families, and Tradition

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Second Grade

Communication

Newsletters will be posted on the St. Brigid of Kildare Website the first Wednesday of every month. Newsletters will outline second grade activities and school events. Should you need to contact the teachers regarding any concerns throughout the year, you can send a note with your child, leave a phone message, write a note in the planner, or email us. You will be contacted within 24 hours.



Homework

Homework will be given almost every night. Children are expected to spend about 20 minutes on their assignments. However, not every child works at the same pace and it may take some children longer to complete their work. If your child is showing signs of frustration, please send in the work accompanied with a parent note and we will assist your child with completion.



Homework Folder

We will be sending home a homework folder every night. However, there may not be an assignment every night. The students also have an assignment notebook in which assignments will be written on a daily basis. PLEASE be sure to **SIGN** the assignment notebook nightly!!



Star of the Week

In order to foster a feeling of community in the classroom, we would like to incorporate a student of the week. This is an opportunity for each child to be recognized by his or her class.

When it is your child's turn, we would like him/her to participate in one of two ways. The child may bring in pictures of him/herself to be displayed on the bulletin board; s/he can decorate one poster board to display pictures. The student may wish to include pictures of school, family, special events, extracurricular activities, and so forth. If the student wishes to write captions under each picture, that is fine. This should be done at home and brought to school. The goal is for each child to share a little bit about him or herself with the class.

In addition to the pictures, you are invited to be a guest reader the week of your child's star week. Bring your favorite picture book to read to the class. This is a great way to volunteer and the students enjoy listening to books read aloud by the parents in our class!

***** See the attached list for dates!

Birthdays

Please follow the new policy regarding birthday celebrations. If you would like to donate a class gift for your child's birthday you may bring in a wrapped gift and have the child unwrap it for the class.



Discipline

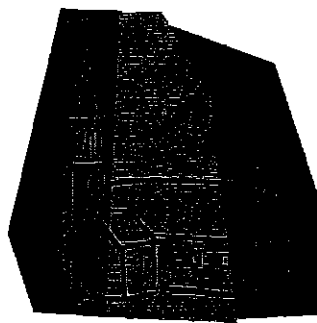
Both second grade classes decided on rules for the classroom. Each child will be expected to follow the classroom rules and work hard throughout the school day. We will further discuss positive and negative consequences during Curriculum Night.

Volunteers/Field Trip Chaperones

We will go on a field trip this year. If you are interested in volunteering for a field trip or in the classroom you **MUST** attend "Protecting God's Children" and be fingerprinted. More information is located on the St. Brigid of Kildare Website.

Teamwork

The second grade teachers work together as a team. Our teamwork philosophy includes planning curriculum units and activities together involving both second grades, utilizing a team teaching approach for certain subject areas, as well as maintaining the same level of behavioral and discipline standards for all second grade students. We each feel equally responsible for all second graders regardless of who their teacher is. Please encourage mutual respect towards all the teachers.



Mrs. Long's Class List

Andrew Allison	Lauren Nash
Brianna Arens	Cabrini Nguyen
Peter Assaf	Colin Norkin
Max Baumgartner	Shannon O'Neil
Nicholas Bennison	Eve Owens
Charles Beusrlinck	Leo Pavell
Kyra Bond	Ali Hayek
Colin Counahan	Lucy Reber
Chloe Demboski	Carly Shepard
Norah Dorley	Danny Seigel
Kate Drab	Avery Spiker
Megan Duffy	Katie Urbancic
Grace Herold	Rachael Wingard
Kevin Hinsman	Ronnie Worley
Trent Maisano	Brian Zetzer
Amelia Moreland	Gwendoline Epie
Lauren Woodland	

Special Classes

Saints

Lauren N
Andrew
Danny
Carly
Katie
Norah
Max
Amelia
Kyra
Ali
Megan
Colin C.
Brian
Leo
Rachael
Avery
Veronica

Monday - Spanish
Tuesday - LP
Wednesday - Library and
Art
Thursday - Music
Friday - Gym

Angels

Brianna
Chloe
Kate
Gwen
Colin N
Trent
Lauren W.
Kevin
Charlie
Grace
Cabrini
Shannon
Nick
Peter
Evie
Lucy

Monday - Spanish
Tuesday - LP
Wednesday - Library
and Art
Thursday - Gym
Friday - Music

Star Student Dates

Please come on your assigned date from 11:25-11:40. You are more than welcome to come for recess that day at 10:25 and stay for lunch at 10:55 if you would like! If you cannot make it on your scheduled day you can ask another parent to switch, just let me know so I know who to expect! Also, if you cannot make it on a WEDNESDAY, let me know and we can work something out!

September 14 Colin N

February 15 Lucy

September 21 Max

February 22 Lauren N

September 28 Charlie

February 29 Chloe

October 5 Kyra

March 7 Colin C

October 12 Trent

March 14 Grace

October 19 Amelia

March 21 Megan

October 26 Norah

March 28 Kevin

November 2 Kate D.

April 4 Peter

November 9 Brianna

April 18 Cabrini

November 16 Evie

April 25 Danny

November 30 Carly

May 2 Rachael

December 7 Katie

May 9 Avery

December 14 Veronica

May 16 Lauren W

January 4 Brian

May 23 Andrew

January 11 Nick

January 18 Gwen

January 25 Shannon

February 1 Leo

February 8 Ali

Molly Long

Schedule

2011-2012

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Opening	Opening	Opening	Opening	Opening
8:30	Content	Daily 5	Daily 5	Spelling	Spelling Test
9:00	Spanish	Daily 5	Daily 5	Mass	Daily 5
9:30	Math	Daily 5	Daily 5	Mass	Daily 5
10:00	Math	Daily 5	Daily 5	Daily 5	Daily 5
10:25	Recess	Recess	Recess	Recess	Recess
11:00	Lunch	Lunch	Lunch	Lunch	Lunch
11:30	Religion	Math	11:40 Library and Art	Math	Math
12:00	Computer/Writing	12:15 Writing	Library and Art	12:15 Writing	12:15 Writing
12:30	Computer/Writing	Writing	Library and Art	Writing	Writing
1:00	Recess	Recess	Math	Music or Gym	Music or Gym
1:30	1:15 Daily 5	1:20 LP (Religion)	1:45 Content	Content	Content
2:00	Daily 5	1:50 Content	Religion	Religion	Religion
2:40	Pack Up	Pack Up	Pack Up	Pack Up	Pack Up



Second Grade Assessments

Assessment is a natural, ongoing and vital tool to learning, which includes both formal and informal types of assessment. Formal assessments are conducted either on an individual basis or in a group setting. The results of these assessments are the guides that place your child on the learning ladder or show his or her personal growth.

Informal assessments include, but are not limited to, daily observations that examine product, skills and strategies your child uses throughout the day in varied learning situations such as a reading group or a math group. Formal assessments in second grade will generally be written. Examples may include paper and pencil assessments, formal writing assessments, or project oriented assessments. In addition, your student will contribute to a reading/writing portfolio. The progress of your child's development is reported quarterly on a standard based report card and a separate, but equally important, effort and quality of work rubric.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

- Phoneme Segmentation Fluency
- Initial Sounds Fluency
- Letter Naming Fluency
- Nonsense Word Fluency
- Word Use Fluency
- Oral Reading Fluency
- Retell Fluency

DRA (Developmental Reading Assessment)

- Book Selection
- Reading Engagement
- Oral Reading
- Comprehension
- Retelling
- Making Connections
- Reflection

Orton-Gillingham – (spelling patterns and sight words)

- Single Sounds
- Digraphs
- Short Vowels
- Long Vowels
- Diphthongs
- R-Control
- Consonant-le
- Blends/Clusters
- Red Words (Non-phonetic sight words)

DMA (Developmental Math Assessment)

- Oral Counting forward
- Oral Counting backward
- Object Counting
- Identify Math Symbols
- Write Math Symbols
- Concepts of More and Less
- Visual Patterns
- Comparison
- Fractions
- Place Value

Science, Social Studies, Health and Religion Assessments

- Observations
- Planning and conducting simple experiments
- Constructing time lines
- Interpreting elements of geography
- Explaining information in project format or written assessment
- Discovering and recognizing God's revelations
 - In Sacred Scripture
 - In Sacred Tradition of the Roman Catholic Church
 - In Christ's mission of evangelization
 - In prayer
 - In worship
- Describing the importance of Mass and the Sacraments
- Discovering the development of the Christian person



Catholic Diocese of Columbus
Student Progress Report
Grade 2

20__ - 20__

Student _____
 Teacher _____
 School _____

THIS STUDENT HAS BEEN ASSIGNED TO GRADE _____

PRINCIPAL'S SIGNATURE _____

DATE _____

ATTENDANCE

	1	2	3	4	Total
Days Absent					
Times Tardy					

PROGRESS CODES

- + Exceeds the Standard: student demonstrates superior performance with in-depth understanding of the standard, and can apply the knowledge and skills in a thorough, consistent, independent way.
- ✓ Meets the Standard: student has a solid academic performance and consistently demonstrates proficiency of the standard with few errors.
- I Improving, but not yet meeting the Standard: student demonstrates partial mastery of the standard and occasionally meets the standard.
- N Does not meet the Standard: student demonstrates limited or no understanding of the standard.

Blank indicates not evaluated at this time.

	1	2	3	4
RELIGION				
Has a basic understanding of concepts and vocabulary pertinent to:				
Sacred scripture				
Catholic tradition				
Liturgy, sacraments, and prayer				
Development of the Christian person				

LANGUAGE ARTS

	1	2	3	4
Applies strategies to comprehend text:				
▶ Uses a variety of reading strategies:				
• applies phonetic skills				
• adds new vocabulary words				
• uses context clues				
• self-corrects				
• rereads				
▶ Reads with fluency and expression				
▶ Reads with understanding				
Demonstrates competence in writing skills and strategies:				
▶ Holds writing instrument effectively				
▶ Forms letters correctly				
▶ Spaces words properly				
▶ Writes legibly				
▶ Has a sense of the writing process				
▶ Writes in response to a prompt				
▶ Writes simple sentences				
▶ Expresses ideas in simple related sentences				
▶ Uses capitalization and punctuation				
▶ Spells assigned words correctly				
▶ Uses spelling patterns				
Uses informational and technological resources				
Listens and views appropriately				
Shares experiences and information orally				

	1	2	3	4
MATH				
Understands mathematical processes:				
▶ Applies problem solving strategies				
▶ Uses correct mathematical language and symbols				
Understands number, number sense, and operations concepts				
▶ Masters addition facts 11-18				
▶ Masters subtraction facts 11-18				
▶ Adds with regrouping				
▶ Subtracts with regrouping				
Applies measurement skills:				
▶ Counts a collection of coins				
▶ Tells time				
▶ Measures using standard and metric units				
Explores concepts of plane figures, solid objects, and symmetry				
Uses patterns, functions, and algebra				
Uses picture and bar graphs to compare and predict				

	1	2	3	4
SOCIAL STUDIES				
Understands concepts and vocabulary pertinent to the theme				
Develops basic map skills				

	1	2	3	4
SCIENCE				
Earth Science – the atmosphere				
Physical Science – changes in motion				
Life Science – Interactions within habitats				

	1	2	3	4
HEALTH				
Understands concepts and vocabulary pertinent to the theme				

	1	2	3	4
ART				
Applies materials, techniques, processes and technology				
Recognizes design elements				

	1	2	3	4
MUSIC				
Demonstrates vocal skills				
Demonstrates instrumental skills				
Reads and notates music				
Participates in musical activities				

	1	2	3	4
PHYSICAL EDUCATION				
Demonstrates basic movement skills				
Applies movement concepts and principles				
Demonstrates responsible personal and social behavior in physical activity settings:				
▶ Demonstrates active participation				
▶ Demonstrates positive sportsmanship				
▶ Follows the rules of the game				

Teacher's Comments:



**SAINT BRIGID
OF KILDARE SCHOOL**
Seeking Grace and Wisdom

**Quality Report and Effort
Rubric
2011-2012**



Student _____ Teacher _____ Grade: _____

Quarter	1	2	3	4
Listens Attentively				
Follows Oral Directions				
Follows Written Directions				
Uses Time Wisely				
Work is Neat				
Work is Complete				
Stays Organized				
Interacts Well With Peers				
Shows a Positive Attitude				
Shows Respect				

	Spanish				PE				Art				Music				Library			
Listens Attentively																				
Participates in Class																				
Follows Directions																				
Quarter	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Comments:

Q1:

Q2:

Q3:

Q4:

O Outstanding
S Successful
N Needs Improvement



Diocese of Columbus Grade 2 Academic Content Standards

Grade 2 Language Arts Standards

Standard I: Reads a wide range of texts for a variety of purposes.

- A. Reads a wide range of literature from many genres.**
1. Distinguishes among stories, poems, plays, fairy tales, and fables.
- B. Reads for a variety of purposes.**
1. Uses criteria to select reading materials such as personal interest.
- C. Reads a wide range of literature from many periods.**
1. Identifies selected authors and illustrators.
- D. Comprehends a wide range of non-text materials, including spoken and visual texts.**

Standard II: Applies a wide range of strategies to comprehend, interpret, and evaluate text.

- A. Develops phonological awareness.**
1. Blends sounds of letters and syllables to read unknown words.
2. Uses knowledge of word families to sound out unfamiliar words.
3. Distinguishes and identifies the beginning, middle, and ending sounds in words.
4. Identifies long, short, and r controlled vowels.
- B. Develops word recognition and word analysis skills.**
1. Uses picture cues.
2. Determines the meaning of compound words.
3. Determines the meaning of prefixes and suffixes (un-, re-, pre-, -er, -est, -ful, -less).
4. Uses root words to decode meaning.
5. Identifies contractions and common abbreviations.
6. Uses a beginner's dictionary.
- C. Expands vocabulary.**
1. Reads high-frequency words accurately.
2. Masters grade-appropriate vocabulary.
3. Classifies words into categories.
4. Begins to identify synonyms, antonyms, and homonyms.
- D. Reads phrases, sentences, and passages.**
1. Reads a patterned or familiar text.
2. Uses picture cues for meaning.
3. Reads text aloud in meaningful phrases.
4. Reads text with fluid and automatic decoding skills.
5. Makes connections between prior knowledge and new information.

E. Develops literal comprehension skills.

1. Identifies information in diagrams, charts, graphs, and maps.
 2. Uses graphic organizers.
 3. Retells the plot of a story.
 4. Summarizes text by recalling the main idea and some details.
 5. Arranges information in sequential order.
 6. Describes the characters, setting, problem, and resolution in fictional text.
 7. Uses the parts of a book to find information.
 8. Answers literal questions.
- F. Demonstrates interpretive comprehension skills.**
1. Distinguishes between fact and fiction.
2. Draws conclusions.
3. Begins to distinguish between fact and opinion.
4. Compares and contrasts.
5. Begins to identify cause and effect.

G. Demonstrates critical thinking skills.

1. Begins to ask questions concerning elements of informational text.
2. Predicts in a more logical manner by using examples in the text.
3. Identifies a problem and suggests a solution.
4. Begins to answer inferential questions.

Standard III: Demonstrates competence in the skills and strategies of the writing process.

- A. Develops physical manipulation skills.**
1. Masters holding writing instruments effectively.
2. Prints letters legibly and spaces letters, words and sentences appropriately.
3. Writes in cursive.
- B. Understands and develops a process of prewriting.**
1. Selects a purpose and audience for writing.
2. Generates ideas for writing.
- C. Applies drafting and revising skills.**
1. Develops a main idea for writing.
2. Tends to stay on the topic.
3. Writes simple declarative, interrogative, and exclamatory sentences.
- D. Applies editing skills.**
1. Begins to reread writing to clarify and to improve grammar, spelling, punctuation, and capitalization.

- E. Uses conventions of print.**
1. Uses correct capitalization for proper nouns, first word of sentence, months, and days.
2. Uses end marks correctly.
3. Writes mostly simple sentences.
4. Spells assigned words correctly.

F. Composes writing applications.
1. Writes ideas in sequence.
2. Writes responses to stories.
3. Writes letters.
4. Writes journals, notes, and poems.

Standard IV: Uses a variety of information and technological resources to communicate.

- A. Demonstrates research skills.**
1. Creates questions.
2. Gathers information.
3. Reports findings.
- B. Demonstrates the use of informational resources.**
- C. Demonstrates the use of technological resources.**
- D. Communicates discoveries.**

Standard V: Demonstrates competence in speaking, listening, and viewing.

- A. Listens to/views different materials from a variety of media.**
1. Makes eye contact, asks for clarification and explanation.
2. Compares what is heard/viewed with prior experience.
3. Identifies the main idea of an oral presentation.
4. Follows 2- and 3-step oral directions.
- B. Uses language and speaking skills appropriate to the audience, situation, and purpose.**
1. Speaks using correct grammar.
2. Uses language appropriate to purpose.
3. Uses clear diction and tone.
4. Adjusts volume to stress important ideas.
- C. Applies speaking skills.**
1. Delivers informational presentations.
2. Delivers a simple dramatic presentation.
3. Gives simple verbal instructions.



Diocese of Columbus Grade 2 Academic Content Standards

Grade 2 Math Standards

Standard I: Mathematical Processes

- A. Uses a variety of tools and strategies in problem solving, e.g. modeling problems with physical models, discussing with peers.
- B. Applies mathematical knowledge and skills.
- C. Recognizes and uses connections between equivalent representations.
- D. Estimates the results of whole number addition and subtraction problems using front-end estimation, and judges the reasonableness of the answers.
- E. Explains to others how a problem was solved.
- F. Uses conventional symbols and mathematical language to describe a problem.

Standard II: Number, Number Sense and Operations

- A. Begins to develop the concept of place value using concrete models of hundreds, tens and ones.
- B. Reads and writes 3-digit numbers.
- C. Represents fractions, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, using words, numerals and models.
- D. Models, represents and explains subtraction as comparison, take-away and part to whole.
- E. Models, represents and explains multiplication as repeated addition, rectangular arrays and skip counting.
- F. Models, represents and explains division as sharing equally and repeated subtraction.
- G. Models and uses the commutative property for addition.
- H. Demonstrates fluency of addition and subtraction facts with addends through 9 and corresponding subtractions.

Standard III: Measurement

- A. Identifies and selects appropriate units of measures of length, volume, weight and time.
- B. Describes and compares the relationships among units of measure, e.g. inches/feet.
- C. Estimates and measures the length and weight of common objects.
- D. Selects and uses appropriate measurement tools, e.g., a ruler.
- E. Tells time to the nearest five-minute interval on analog and digital timepieces.
- F. Counts money and makes change using coins and a dollar bill.
- G. Represents and writes the value of money using the ¢ sign and the \$ sign.

Standard IV: Geometry and Spatial Sense

- A. Describes and creates plane figures: circle, rectangle, square, triangle, hexagon, trapezoid, parallelogram and rhombus.
- B. Describes solid objects: cube, rectangular prism, sphere, cylinder, cone and pyramid.
- C. Sorts and compares 2- and 3-dimensional objects from their attributes.
- D. Identifies, explains and models the concept of shapes being congruent and similar.
- E. Recognizes 2 and 3-dimensional objects from different positions.
- F. Identifies and draws figures with line symmetry.
- G. Predicts what new shapes will be formed by combining or cutting apart existing shapes.

Standard V: Patterns, Functions and Algebra

- A. Solves open sentences using the commutative property; e.g., $4+3= _+4$.
- B. Extends simple number patterns and create simple patterns.
- C. Uses patterns to make generalizations and predictions.
- D. Creates patterns using plans and describes the rule.
- E. Uses objects, pictures and numbers to represent a problem.
- F. Understands equivalence and extends the concept $4+5=9$ and $3+6=9$.
- G. Uses symbols to represent unknown quantities.

Standard VI: Data Analysis and Probability

- A. Poses questions, uses observations and surveys to collect data and organize data.
- B. Reads, interprets and makes comparisons and predictions using charts, line plots, picture graphs and bar graphs.
- C. Reads and constructs simple timelines.
- D. Writes a few sentences to describe information about a chart or graph.
- E. Identifies untrue statements about a set of data.
- F. Recognizes that data may vary from one group to another, e.g. favorite shows of students vs. parents.
- G. Lists some possible outcomes of a simple experiment.