



PARK MAITLAND SCHOOL

2nd Grade Year Curriculum Guide

2018-2019

Reading

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Reading Goals and Objectives

My goal is for your child to develop and maintain a lifelong love of reading. This year, students will be expanding their appreciation for a variety of literature as well as learning to discuss and critique literature both verbally and in writing. Students will be broadening their vocabulary and understanding how a word's meaning relates to the material they are reading. Students will improve upon and continue to develop reading comprehension, fluency, and word skills. These goals will be accomplished through various types of reading instruction, including direct instruction, group and pair work, guided reading, and one-on-one instruction.

Reading Homework

Second grade students are expected to read uninterrupted nightly for at least 20 minutes. This required reading time will increase to 30 minutes in January. Please ensure your child reads every night for this required time. One of the best ways to become a better reader is to read more often. Every night you may read TO your child, WITH your child, or allow your child to read independently.

Additional homework assignments will sometimes be given in the form of practice pages or study sheets. Usually this homework will help students to use and study vocabulary words or word skills in preparation for a test. Occasionally, your child may need to finish work at home that was not completed during class time. A written homework assignment assigned in reading should never take your child more than 5-10 minutes to complete.

How to Help Your Child with Reading

- Read to your child as often as possible. This is a practice that should continue even once your child is reading independently.
- Allow your child to choose from a variety of reading materials, such as picture books,

simple chapter books, children's magazines and stories, instructions on how to play a game, etc.

- Encourage your child to pause for punctuation as he/she reads aloud to you.
- Ask your child to retell what he/she has read.
- Ask your child comprehension questions as you read.
- Visit the local library on a regular basis to help create and sustain a culture of reading.
- Spend some time reading yourself, and let your child see you reading.
- Have your child re-read his/her favorite books aloud to you to practice reading with emotion and emphasis.
- Allow your child to listen to audiobooks (on tape or CD), available at the local libraries and bookstores.

How to Choose the Right Book for Your Child

Your child will be taught how to choose a "Just Right" book to read independently. We use the Five Finger Rule, or "The Goldilocks Rule" to check and see if a book is on your child's reading level.

Here is how to use this with your child:

- Have your child read a page of the book aloud.
- Ask him/her to hold up one finger for each word he/she does not know.
- 2-3 fingers – This book is Just Right for your child.
- 0-1 fingers – This book is too easy for your child.
- 4-5 fingers – This book is too hard for your child right now. Consider reading it to your child instead of letting him/her read it independently.

Suggestions to Help Develop Your Child's Reading Fluency:

"Chunk" words that are hard to decode. Have your child cover part of the word, say each part that is uncovered, and then put it all together to make the word. Help your child to break the word at a syllable for a natural chunking.

- For instance: thousand
- Cover "sand," and say "thou"
- Cover "thou" and say "sand"
- Say "thou" and "sand"
- Put it together into "thousand"
- Encourage your child to pause for punctuation.
- Model good reading: read a sentence with expression, and have your child repeat it back to you the same way.
- Model bad reading: read a paragraph aloud to your child and do EVERYTHING wrong! Have your child point out everything that you did wrong while reading. This is always fun for them and shows they know what they should do.
- Make sure your child "wraps text" and does not pause at the end of a line in a book, unless the punctuation falls at the end of that line.
- Correct any incorrect words or pronunciation AFTER a sentence has been read, and then allow your child to go back and re-read it the correct way. Do not correct every error your child makes. Some don't alter the meaning enough to disrupt the reading.
- Show your child how to group words into phrases. Instead of reading one word at a time, group words into natural phrases that mimic the way we speak.
- Correct monotonous reading. If your child reads every word with the same tone, like a robot, he/she is not reflecting the meaning in his/her voice. Encourage your child to make his/her reading sound like a conversation; your child doesn't speak like a robot, so he/she shouldn't sound like one when reading aloud!
- Use poetry to help practice developing a reading rhythm. Poetry often has this rhythm built in, and it helps to show students how to read at an appropriate rate. Try Jack Prelutsky and Shel Silverstein books and Kenn Nesbitt online.

- Have your child re-read favorite books out loud to you over and over. Although it may not be as much fun for you, it will help your child to practice phrasing, expression, and intonation, which improves as your child becomes more familiar with the text.
- Encourage self-correction. If your child gets to the end of the sentence and realizes it doesn't make sense, have your child reread to check for any mistakes. Correct any mistakes, re-read, and move on.

For Help with Reading Comprehension, Try These Strategies:

- Ask your child to retell what he/she has just read. You can do this at the end of every page, then move to doing it at the end of every book.
- Ask your child comprehension questions as you read. Ask, "Why did the character do this?" "What do you think will happen now?" and other questions to check your child's understanding. Think like a reporter: ask who, what, when, where, why, and how.

Guidelines for Studying Vocabulary:

Your child is not expected to memorize the definition for each word. Instead, your child should learn the meaning of the word through its use. Here are some ways to help your child study and learn vocabulary words:

- Use the words in regular conversation.
- Have your child make or write sentences with the words.
- Have your child draw and label a picture to represent each word.
- Ask your child to give a synonym and antonym, or an example and non-example, for each word. ("What is it like? What it is not like?")
- Ask your child to give the definition of the word in his/her own words.
- Have your child tell you a story using as many of the words as possible.
- Play "word charades": take turns acting out each word with your child for the other person to guess.

E.S.W

Curriculum Goals

- To instill a lifelong enjoyment for reading and writing
- To write using the writing process, critical thinking skills, and language abilities
- To build an understanding of grammar and mechanics
- To continue building knowledge of spelling rules, strategies, and sight words

Curriculum Overview Spelling

- Weekly spelling words
- Pretest will be given to determine weekly spelling lists
- Spelling activities and games in class
- Spelling test, including a dictation sentence

Grading scale

NI – Needs Improvement: Regularly scores below 70% on spelling tests, inappropriate word choices, difficulty checking for spelling errors

S – Satisfactory: Uses effective study strategies, challenges him/herself to spell increasingly difficult words, shows evidence of being able to check writing for spelling errors and makes an effort to use correct spelling in daily work

O – Outstanding: Consistently scores 95% or above on tests, chooses challenging words for weekly lists, shows strong interest in using correct spelling in daily work

English Grammar

- Review of skills learned in first grade
- Expanding knowledge of grammar rules, parts of speech, and punctuation
- Proofreading own writing

Grading scale

NI – Needs Improvement: Lack of consistent usage of capitals and punctuation, shows little evidence of understanding basic sentence structure, does not identify parts of speech or apply rules for spelling and using various forms

S – Satisfactory: Uses capitals and punctuation in most writing, has a basic understanding of sentence structure, can identify various parts of speech and use them appropriately in most situations

O – Outstanding: Has a thorough understanding of capitals, punctuation, sentence structure, and parts of speech and can apply knowledge in a variety of new circumstances

Penmanship

- Correct spacing, formation, slant, and size
- Cursive will begin in the Spring

Grading scale:

- NI – Needs Improvement: Penmanship lacks consistent size, spacing, shape, and slant (papers are poorly organized and difficult to read)
- S – Satisfactory: Penmanship has consistent size, spacing, shape, and slant (papers are neatly organized)
- O – Outstanding: Quality of letters, words, sentences, and spacing is nearly flawless (papers are exceptionally well organized)

Writing Process

- Writing well involves planning, drafting, revising, proofreading, and then publishing in some way. This process is taught and encouraged throughout the year.
- All writing work will stay in your child's writing portfolio and will be sent home for you to enjoy.
- Thinking Maps will be introduced to help students plan their writing.
- We will write using a variety of forms (paragraphs, stories, letters, poems) to enhance creativity, expression, and thinking skills.

Grading Scale

- NI – Needs Improvement: Writing often has unrelated ideas, little or no supporting details, few revisions are made to original writing to attempt to make it better, frequent mistakes in mechanics
- S – Satisfactory: Writing includes sentences in order, some details with one main idea that are clearly expressed, occasional mistakes in mechanics with some evidence of attempts to make changes
- O – Outstanding: Thoughts and ideas are clearly expressed that tell about one main idea, descriptive words are used, details include clear and clever information, attention is given to correcting mistakes.

Math

Mrs. Stephanie Schnitker • sschnitker@parkmaitland.org •

I'm delighted to serve as your child's teacher this year. I am a newer teacher at Park Maitland (arrived November 2017). However, I came to the school with 20 years of teaching experience. As a native Floridian, I earned my degree in Elementary Education and continued my schooling to receive a Gifted Endorsement. Through this additional training I have gained an understanding of best practices and instructional strategies to support advanced curriculum, as well as how to best differentiate instruction to meet various needs of students.

Saxon Math: We use the 3rd Grade Saxon Math program in second grade. There are many facets to this program, two of which you will see most nights in your child's homework folder. There is a Guided Class Practice page, the first side of which is completed in class. Then, the back of that page is individual nightly homework practice, and is similar to the front side. As such, this page should be review for your child and should not take much more than ten minutes to complete. An assessment over the concepts is given after every 5 lessons.

A fact practice page is completed in class each day and typically sent home for homework. Your child should use the Reflex Math program at home, averaging 10-15 minutes, at least four times per week. Fact assessments will also be given in class regularly, so it is important for your child to frequently use Reflex Math at home.

Along with Saxon, we will use a multi-text approach. These additional resources will provide opportunities to stretch our mathematical minds through problem based learning and hands on critical thinking lessons.

Grading: Your child's grade will be given an O, S, or NI, with a percentile written in the comments section of the quarterly report cards. This grade is an average of the scores from the concept assessments and the fact assessments.

Enrichment: Many of the experiences will take place through the use of a CHOICE board. Upon completion of "must do" assignments (Saxon lesson), students will then select from math enrichment activities on the CHOICE board. Please know that even though you won't see these happenings coming home each day, your child is engaged in critical thinking and deep problem solving designed lessons DAILY! These materials are kept in their student folders inside a desk, or in classroom storage containers for easy access. We'll analyze, investigate, explain reasoning, and think abstractly each day to grow as mathematical thinkers and future problem solvers.

Math Lab: One day a week, Ms. Cindy Anderson extends the math program during Math Lab. She covers many concepts which complement our daily lessons in class.

Homework: Communication between school and home is very important to me. Each week, on Park Maitland's Second Grade Webpage, I will post the homework assignments and any assessments to be administered that week. We hope you will check this site weekly, as it is a great way to stay informed. If you have any questions, please always feel free to email me directly.

Your child will typically have nightly homework Monday - Thursday.

1. 10-15 minutes MAX (4 times a week) of Reflex (online program)
2. Saxon Fact Practice Worksheet Side B
3. Saxon Guided Practice Side

Homework does need to be returned to school. It is to be used as a tool at home to practice and bridge the home-school connection. In class each day I'll review Side A with your child. Please use this as a reference if there are questions when completing Side B at home. If your child is having difficulty with any problems on Side B, please have them bring it back to school. I will sit down with them one on one and reteach the concept.

As second graders we're working on becoming more responsible and independent workers. One of the 7 Habits we practice is to Be Proactive. This means we are responsible, take initiative, choose our actions/attitudes, and do the right thing without being asked. Please let me know if there are any conflicts at home regarding homework completion and I will gladly meet privately to review these leadership skills with your child.

Mathematics is more than the ability to calculate numbers. This multi-text approach is designed to provide students with a wide variety of challenging experiences so the student will become not only familiar, but also comfortable, with numbers. Along with developing basic numerical skills, an understanding of the underlying mathematical ideas is included. Emphasis is placed on the development of problem-solving strategies, as well as relating math to real-life situations, whenever possible.

The following gives a brief overview of the concepts we will cover this year: (Mastery is not expected for some concepts.)

- Rounding numbers to the nearest 10, 100, 1000
- Identifying place value to one million
- Identifying even and odd numbers
- Identifying multiples
- Identifying and using the commutative and associative properties
- Making, labeling, and writing number sentences for an array
- Writing number sentences to show division, multiplication, addition, subtraction
- Identifying factors and multiples of a number
- Identifying prime numbers
- Finding square roots of perfect squares
- Reading and writing Roman numerals
- Adding/subtracting 3-digit numbers and money amounts (decimals)
- Identifying factors and products, addends, sums, and quotients
- Using estimation to check reasonableness of calculated results
- Subtracting 3-digit numbers with and without regrouping
- Mastering addition/subtraction facts through 18
- Mastering multiplications facts through 9's
- Solving problems involving multiplication and division
- Identifying fractional parts of a whole
- Identifying fractional parts of a set
- Adding and subtracting like fractions
- Selecting coins for a given amount
- Making change from \$1.00
- Identifying, describing, and classifying polygons
- Solving spatial problems
- Identifying horizontal, vertical, and oblique line segments
- Identifying right, acute, and obtuse angles
- Identifying and showing transformations, identifying 3-dimensional geometric objects
- Identifying faces, vertices, and edges of a geometric solid

- Telling time to the minute/ elapsed time
- Finding the area and perimeter of polygons
- Measuring length, weight, capacity using customary and metric units
- Creating and reading a Venn diagram
- Locating and graphing points on a coordinate graph
- Simplifying expressions containing parentheses

What else will my child learn this year besides math?

- Through daily opportunities, your child will also learn:
- How to analyze information, think critically, make connections, explain & justify, develop abstract reasoning, and use mathematical tools and vocabulary
- That it won't always be easy. We will make easy happen through hard work and learning.
- The rewards of productive struggle, stamina, and perseverance.
- That learning takes place through mistakes. What it means to try again and not give up.
- The difference between needing a brain break and quitting. It's ok not to know, but it's not ok not to try.
- Most importantly....the ultimate responsibility for learning is theirs! No one can do it for them.

Science & Social Studies

Ms. Barbara Dick • bdick@parkmaitland.org • 407-647-3038, ext. 220

Science Highlights:

- Numerous hands-on activities in a cooperative group setting
- Gatorland Field Trip
- Science Expo
- Weekly experiments
- Monthly Weekly Reader/Scholastic News with digital video
- Monthly National Geo Explorer

Personal goals:

- To teach how to think scientifically
- To teach and develop critical thinking skills
- To teach scientific reasoning skills
- To encourage inquisitive minds
- To create a love for science
- To have fun while learning and exploring

Having taught for over forty years in education, I have had the privilege of working with fantastic children with a thirst for knowledge. Through interacting in the classroom, science is the subject where they can use their curiosity to prepare for learning wonderful ideas.

This year will be a great opportunity for learning science in second grade. I am looking forward to teaching and working with your child!

Social Studies Highlights:

- Numerous hands-on group projects
- Parent career month
- Monthly Weekly Reader/Scholastic News with digital video
- Monthly National Geo Explorer

Personal goals:

- To engage students in large, small, and group activities
- To help each child develop a positive attitude
- To teach each child to adapt to a changing world
- To teach knowledge of our world
- To create a love for history and geography

This year will be a great year in social studies. I am looking forward to teaching and working with your child!

Enrichments

Spanish

Ms. Jacqueline Mayo • jmayo@parkmaitland.org • 407-647-3038, ext. 251

Welcome to a wonderful year of Spanish in our beautiful classroom fully equipped with Smart Board technology, and other exciting learning enhancements!

Course overview:

¡Bienvenidos a la clase de Español!

Learning a second language in elementary school is very helpful in developing brain capacity and communication skills. My goal as a Spanish teacher is to develop in every child the love of learning a second language and appreciation for different cultures.

This year second graders will visit the Spanish class twice a week. They will learn new vocabulary through games, songs, projects and interactive activities. Some of the topics they will cover are basic conversational phrases, seasons and weather, feelings, animals, classroom vocabulary, clothing, parts of the body, hispanic holidays and celebrations. They will also learn about some of the 22 countries that have Spanish as their native language.

Parent Experts: Many families in our school are native to Spanish Speaking countries. Please feel free to contact me, and I would love to set up times in which you can join our classroom and share your culture. If you have questions or concerns, please do not hesitate to contact either of us.

Music

Ms. Stephen Nelson • snelson@parkmaitland.org • 407-647-3038, ext. 263

Welcome, 2nd grade musicians. We have a busy and fun year ahead exploring many aspects of music throughout the year. The big project for the year will be our holiday show in just a few months.. During the rest of the school year, the students will discover many songs and dances, review and learn music theory, discover the thrill of opera and musical theatre and study orchestral instruments.

Physical Education

Mr. Mike Larrimore • mlarrimore@parkmaitland.org • 407-647-3038, ext. 235

Ms. Samantha Miller • smiller@parkmaitland.org • 407-647-3038, ext. 255

Ms. Darcy Rios • drios@parkmaitland.org • 407-647-3038, ext. 208

Physical Education is an important part of the overall educational goals of Park Maitland School. The primary goal of physical education class is to enhance the development of psychomotor, cognitive, and affective skills that will enable our students to participate in and enjoy physical activities for the rest of their lives. Students will enjoy a variety of activities throughout the year. Some of their favorites include 4 square, tetherball, soccer, and kickball.

Art

Ms. Maggie Flavhan • mflavhan@parkmaitland.org • 407-647-3038, ext. 210

My goal in art is to inspire our young students. I would like for them to be able to express themselves in many different, creative ways. I do this by encouraging them to use their imagination while completing art projects that are specifically designed to make them think, explore, and experiment with new media. They use crayons, markers, colored pencils, chalk, watercolor, acrylic paint, ink, as well as various other materials to create their masterpieces. I also have kiln that is used to fire ceramic/clay work.

At Park Maitland, we have a very unique program called Artyology. It is an art history based program geared for our young artists. Several times a year, we introduce children in grades K4 through 6 by studying different well known artists or types of art. A follow-up project is usually completed in the same style as the artist that we have studied or type of art that was discussed.

Students participate in programs such as the Young Masters program, the Winter Park Holiday Art Competition (and Holiday Art Show), the Winter Park Sidewalk Art Festival, the Maitland Public Library Art Show and the Park Maitland Annual Art Faire, which takes place at the school at the end of April each year.

The goal is to nourish creativity among children so they may learn to “think outside the box” and not to always settle on the first creative solution to an artistic assignment. I aim to pique children’s interest in art and motivate students to discover their highest level of artistic ability using their fine motor skills and imagination.

Drama

Ms. Darby Ballard • dballard@parkmaitland.org • 407-647-3038, ext. 204

Drama is FUN! Second grade students are encouraged to think creatively and express themselves. Each child brings their own unique characteristics to the table . . . there is no “right” or “wrong.” (Meaning there isn’t just one way to be an elephant . . . it’s all about what you create!) We work on being your best self as well as being appropriate, polite, happy, and then some! We will create stories, dress up, work on scenes specifically dealing with conflict resolution, create commercials, play drama and improv games that work on listening, imagination, focus, cooperation, and more! Second graders also will rehearse and perform a show! A script (with highlighted dialogue) will be sent home. A copy of the script and detailed show information will be listed in the Drama folder on Seesaw. We are going to have a blast!

TV Holidayland

Thursday, Nov 29

8:25 am – 2 Orange and Red

10:00 am – 2 Purple and Green

12:15 pm – 2 Blue and Yellow

Swimming

Mr. Kevin Meisel • kmeisel@parkmaitland.org, 407-647-3038, ext. 231 Ms. April McAtee • amcatee@parkmaitland.org, 407-647-3038, ext. 239

The goals for swimming in Grade 2 are to develop a good attitude and increased awareness of safe practices around water, to challenge each child according to his or her individual abilities in

both improved stroke technique and swimming endurance, and to create greater appreciation and enjoyment of aquatic sports and leisure water activities. Equal attention is given to each of the four competitive strokes to allow every student the chance to shine in their favorite while developing balance in all to complete the Individual Medley. The Park Maitland School swimming program has developed leaders in the pool and at school since 1968. If you have any questions, please contact us!

Media Center

Ms. Christine Talbert • ctalbert@parkmaitland.org, 407-647-3038, ext. 253

The second grade students will come to the Media Center once a week. We will not be checking out books until sometime in September. I would like the students to “get to know” the library first. Students will check out two books. It is asked that the students return their books on or before their check-out day. Check-out days are listed below:

2 Orange	Monday
2 Purple	Thursday
2 Green	Friday
2 Yellow	Tuesday
2 Red	Monday
2 Blue	Friday

The Media Center helps every student develop a love of reading, become skilled at researching the ideas and information found in the library, and explore the world through print and electronic media. During their Library class they will check out two books. This year the students will start to explore different genres such as mystery books and biographies.

The second grade students will be using iPads in the Media Center as a tool to enhance our reading projects. We will collaborate with other teachers on various project based learning activities.

Some programs that may be used:

- starfall.com
- getepic.com
- seussville.org
- pbskids.org
- kids.nationalgeographic.com

Read to Lead, our reading incentive program, will continue this year, and can be found on my Google Sites page. Please consider having your child participate in the Club Read to Lead program. It is my hope that every student discovers the joy and benefits of reading for pleasure! The direct link for Read to Lead is: <https://sites.google.com/parkmaitland.org/ctalbert>

Goals of the Park Maitland Media Center:

- To maintain a current collection of resources addressing curriculum and recreational reading needs of our student population
- To help instill a love of reading in each student
- To help students become effective users of information
- To support the curriculum through resources and collaboration

Tinkering Lab

Ms. Emily Blomquist eblomquist@parkmaitland.org • 407-647-3038, ext. 213

The Tinkering Lab is a place for our youngest Park Maitland makers and innovators to think outside of the box and tinker while solving “real world” problems. We put the 4C’s (communication, collaboration, critical thinking, and creativity) into action as we prepare our students for 21st century learning.

The Tinkering Lab is the perfect place to participate in STEAM (Science, Technology, Engineering, the Arts, and Mathematics) activities and challenges. The children collaborate with their classmates and teachers while participating in project based, hands-on learning. They will learn about the Engineering Design Process (Ask, Imagine, Plan, Create, Improve, and Communicate) while repurposing materials, making models, and creating. It's amazing to see how innovative our youngest students can be!

While we always strive to celebrate all of our tinkering successes, we will also place great value in learning about why things "failed." This concept is particularly important so that the children are able to see the infinite possibilities that may exist while solving problems. When children learn to adjust their plans, revise ideas, and think of other options, they gain perseverance, confidence, and grit. These problem-solving skills learned by our students will prove to be an invaluable tool that goes far beyond the classroom as the children grow! Our belief is that their ideas may truly change the world!

Volunteering

This year, parents will have the opportunity to sign up for volunteer opportunities by visiting www.signupgenius.com/findasignup. The sign-ups will not be "live" or available to you until after each grade level Parent Night event.

Below are the step-by-step directions of how to access the sign up opportunities. Each grade level will have their own sign ups, and there are a few school wide opportunities as well.

For your grade level opportunities:

Go to www.signupgenius.com/findasignup

Go to Search for a Sign-up

Enter the email address bdick@parkmaitland.org

Fill in the letters and numbers in the security box

Click on the event in which you would like to help and add your name

- Go to www.signupgenius.com/findasignup
- Go to Search for a Sign-up
- Enter the email address bdick@parkmaitland.org
- Fill in the letters and numbers in the security box
- Click on the event in which you would like to help and add your name

For our school wide events:

- Go to www.signupgenius.com/findasignup
- Go to Search a Sign-up
- Enter email address: kwilliams@parkmaitland.org
- Fill in the letters and numbers in the security box
- Click on the event in which you would like to help, and add your name

On the site for each opportunity, you will find the directions you need. Some are unlimited and some are specific. Please keep in mind when volunteering that all parents within your child's class need the chance to participate. We ask that you are flexible and understanding and please "spread the wealth" allowing everyone to have a spot.

We hope you find this fast and convenient. Should you have any difficulties or have any questions, please contact Kitty Williams at kwilliams@parkmaitland.org by phone at [407-647-3038](tel:407-647-3038) x113.