

Welcome to Second

- ❑ Pick up a pink sheet to write your student a love note
 - Feel free to take it and return it tomorrow
- ❑ Be sure to grab 1 yellow curriculum pamphlet

Welcome to Second Grade

Ms. Boyce, Mr. Ferguson, & Mrs. V

Contact Info

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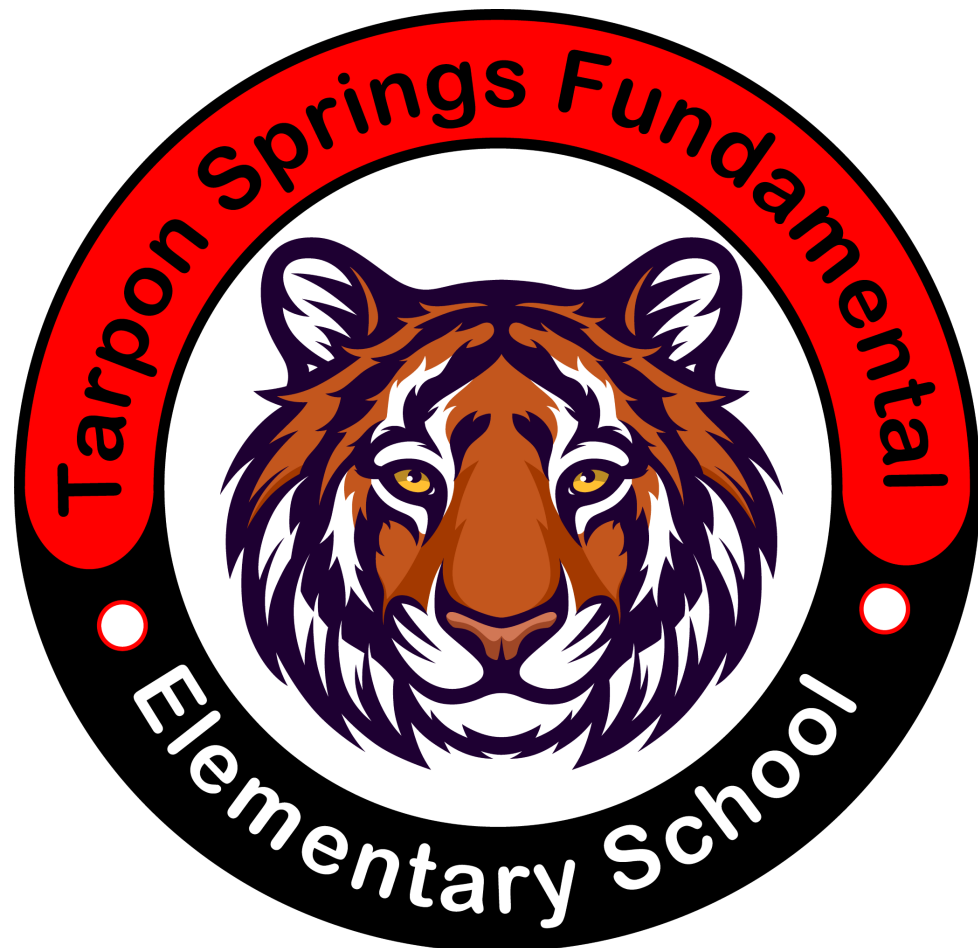
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Guidelines for Success



T – think responsibly

S – show respect

F – focus on learning

E – expect the best

S – safety first

Levels Of Engagement

What's my level of engagement?

Active

Passive

Active

Disrupting	Avoiding	Withdrawing	Participating	Investing	Driving
Distracting others Disrupting the learning	Looking for ways to avoid work Off-task behavior	Being distracted Physically separating from the group	Doing work Paying attention Responding to questions	Asking questions Feeling like what you are learning is important	Setting goals Seeking feedback self-assessment

Disengagement

Engagement

Fundamental Policies

Warnings start on Monday 8/25!

- **Written warnings are given for incomplete homework/classwork, missing signatures in planner, Friday folder not being returned and/or signed, repeated behaviors, dress code violation (3 reminders will be sent home and then followed by a warning), etc.**
- **Quality work is expected when completing HW and Classwork. Students will be asked to do an assignment again if it is not well done.**
- **Students are not allowed to go back to the classroom upon leaving for dismissal. (Ex. Forgotten lunch box, planner, HW)**
- **Parents are required to attend monthly PTA meetings and parent conferences 3 times a year.**

Attendance Policies

- **County attendance and tardy (after 8:05am) policies are enforced.**
- **To excuse an absence, parents must send in a separate signed and dated note to school within 3 days (do not write it in the planner).**
***Can report student absences on the TSFES website**
- **Attending school daily and being on time regularly will greatly contribute to your child's academic success.**

Schedule

- | | |
|-----------------|--------------------------------|
| • 8:10 - 8:55 | Specials |
| • 8:55 - 10:10 | Math |
| • 10:10-10:40 | Science |
| • 10:40 - 11:00 | Recess |
| • 11:00 - 11:30 | Lunch |
| • 11:30 - 12:00 | Phonics |
| • 12:00 - 12:35 | Reading |
| • 12:35 – 1:00 | Small Groups |
| • 1:00 – 1:30 | ELA Intervention |
| • 1:30 – 2:15 | Writing |
| • 2:15 | Pack up & Dismissal |

Assessments

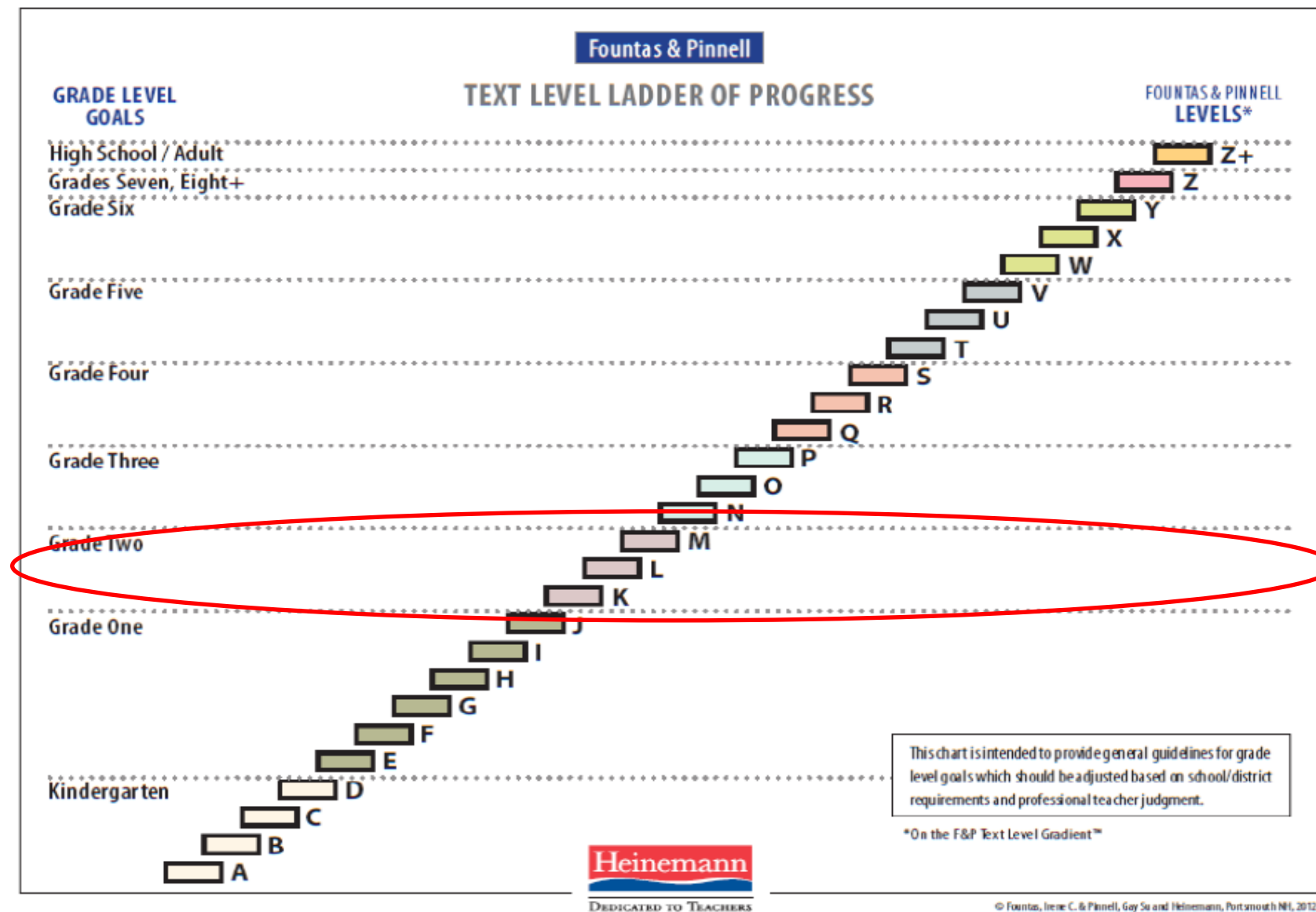
STAR Reading & STAR Math

- **PM 1: August 25th Reading / August 29th Math**
- **PM 2: December 1st – December 19th**
- **PM 3: April 13th – May 1st**
- **PLEASE MAKE SURE YOUR CHILD HAS WORKING HEADPHONES!!**
- **Computer based state assessments**
- **Results will be shared with parents in Friday Folder ☺**
- **Same assessment as taken in first grade**

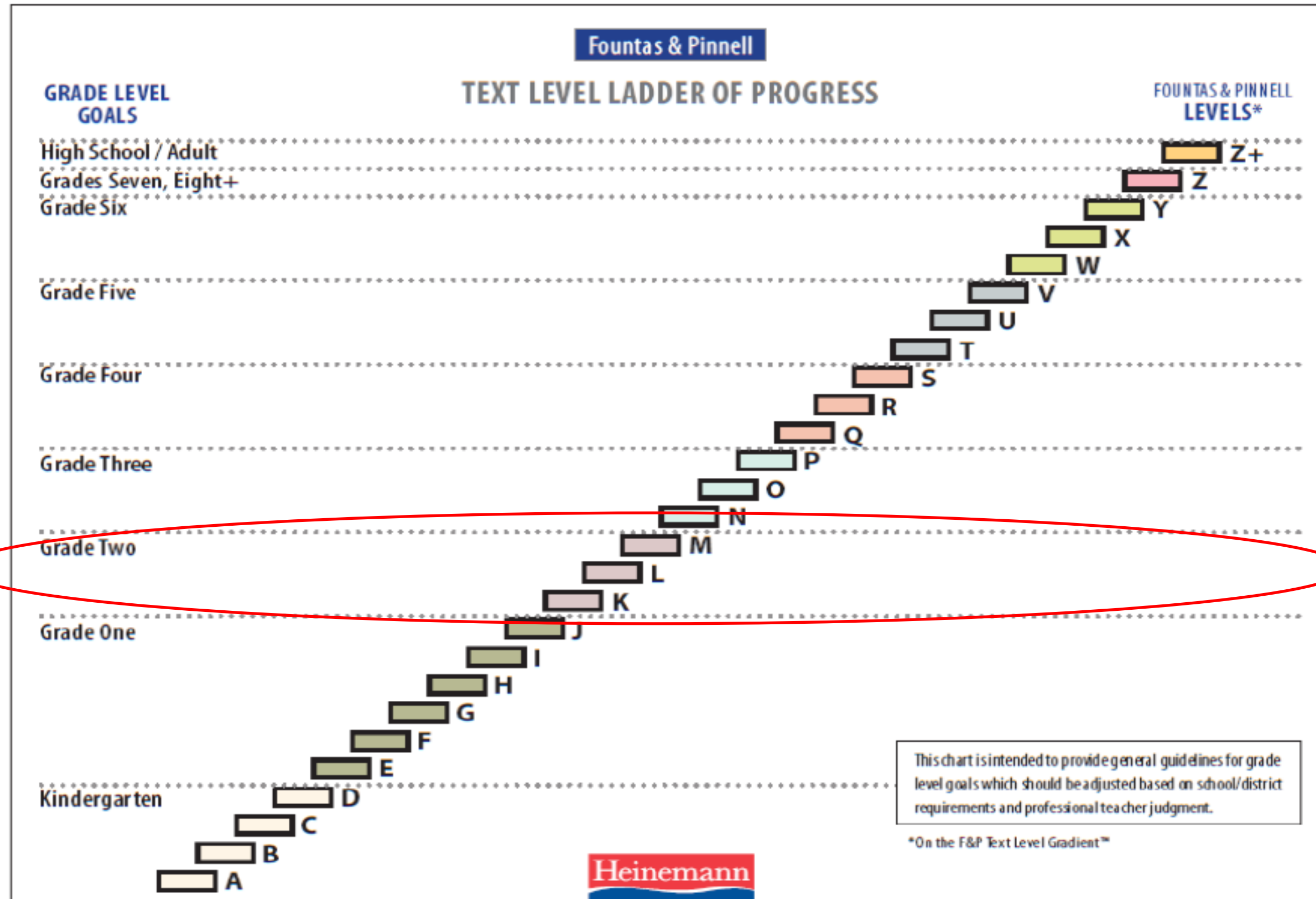
Assessments

ELFAC & Running Record

- These assessments are administered individually for each student by their teacher
- Scores will be shared at parent teacher conferences throughout the year
- ELFAC is used to determine need for phonics instruction
- Running Record determines reading level



Running Record Expectation



Mathematics

Math homework Monday – Thursday, *Tests read aloud First semester

WHAT WE ARE LEARNING

- Topic A: Patterns within Numbers
- Topic B: Place Value to 1,000
- Topic C: Meanings of Addition and Subtraction
- Topic D: Strategies to Fluently Add within 100
- Topic E: Strategies to Fluently Subtract within 100
- Topic F: Solve Two-Step Problems
- Topic G: Measuring Length
- Topic H: Strategies to Add 3-digit numbers
- Topic I: Strategies to Subtract 3-Digit Numbers
- Topic J: Geometry
- Topic K: Data
- Topic L: Measurement: Money & Time

DreamBox

- **DreamBox expectations: Pinellas County students are required to complete 5 lessons per week**
- **Enough time is given in class to complete expectations, however, if not completed by Friday it needs to be completed by Saturday at midnight for homework.**
- **Written warnings will be given on Monday for incomplete lessons from prior week**
- **Students are always welcome to work ahead on DreamBox, the week begins Sunday and ends Saturday night**

English Language Arts

- Reading, Phonics and Writing
- Use running records for students' reading levels and have them read "just right" books
- Combination of whole class, small group, partner and independent reading
- Writing types covered are narrative, informational & opinion
- Reading log homework Monday – Thursday 20 minutes (Fall)
30 minutes (Spring)

Bye Bye iStation, Hello Amira

- Amira expectations: Pinellas County requires AT LEAST 30 minutes weekly
- ****Some students may be required to complete more based on monthly ISIP performance****
- Enough time is given in class to complete expectations, however if not completed by Friday it needs to be completed by Saturday at midnight for homework.
- Written warnings will be given on Monday for incomplete minutes from prior week
- ISIP is taken at the beginning of each month to assess student reading abilities – as it is an adaptive online reading program
- Students are always welcome to work ahead on iStation, the week begins Sunday and ends Saturday night

Bye Bye iStation, Hello Amira

The Amira Reading Suite

Amira is the first AI-powered reading assistant for teachers and personalized reading tutor for students. The Amira Reading Suite includes three powerful programs:



AMIRA ISIP ASSESS

The most accurate, reliable, and valid reading assessment. Amira proctors, observes, and scores by listening to students read aloud, taking the stress out of assessment.



AMIRA INSTRUCT

Every teacher's instructional assistant, equipped with an AI Lesson Planner that differentiates reading instruction while keeping recommendations aligned to curriculum and pacing.



AMIRA TUTOR

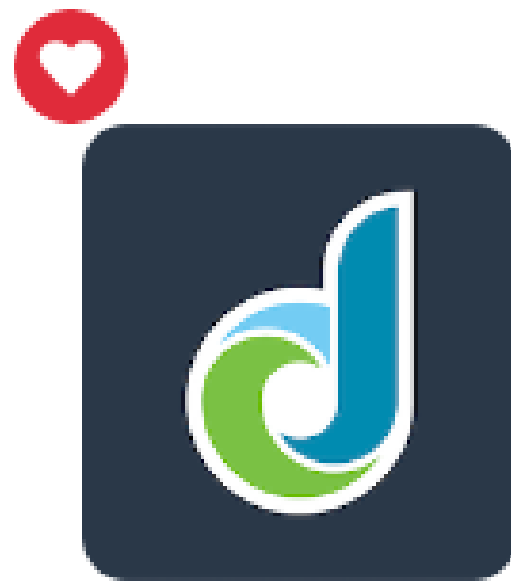
Amira is every student's personal reading coach, providing in-the-moment instruction in response to the unique reading strengths and struggles of each student.

Clever

How to access:

Log in using child's PCSB log in to

Clever



DreamBox
Math

DISTRICT



McGraw Hill

DISTRICT



Renaissance

DISTRICT



Amira Learning

District

Science

****Tests read aloud first semester**

Earth, Physical, and Life Science Modules throughout the year

Learn through hands-on experiments, science journals, multimedia lessons and Pinellas County modules

Students expected to write in their science journals routinely to reflect on the essential questions, record findings and note-taking

Three Pinellas County Benchmark Assessments

-November

-March

-May

Social Studies

WHAT WE WILL LEARN:

Quarter 1: Geography

Quarter 2: Civics

Quarter 3: History

Quarter 4: Economics

Homework

- **Planners must be reviewed and signed each night and returned the next day**
- **Friday folders go home every Friday for parent review and signature; return empty on Monday**
- **Please review for quality and completeness before signing homework, allow students productive struggle before assisting**
- **Complete parent signatures on homework
(Not just initials please. First initial last name)**
- **Practice tying shoes every night!**

Reading Homework

Name: _____

READING LOG

er to read for at least 15 minutes per night. Answer one question per night. Use complete sentences in your answer.

Title	Author	Min.	Parent Initials
Response:			

Title	Author	Min.	Parent Initials
Response:			

Title	Author	Min.	Parent Initials
Response:			

Title	Author	Min.	Parent Initials
Response:			

Nonfiction Questions:

- NF1: What do you already know about this topic?
- NF2: How does this book remind you of other texts you have read?
- NF3: What have you experienced in your life that helps you understand this topic?
- NF4: What useful information does this text provide?
- NF5: What is your interest in this topic?
- NF6: How does this information fit with what you already know?
- NF7: Why is this topic important in science?
- NF8: What perspective does the author take on this topic?
- NF9: What are some of the most important words and what do they mean?
- NF10: Were there parts of the book you didn't understand?
- NF11: What questions do you still have about this topic?
- NF12: What did you learn about this topic?
- NF13: What do you want to learn more about?
- NF14: Write a summary of what you read.
- NF15: Did you learn anything new? If so, what?

Fiction Questions:

- F1: Was there a problem in the book? What was it? How was it solved?
- F2: How would you describe the main character?
- F3: What was your favorite part of the book? Why?
- F4: Did you learn anything from the book?
- F5: What was the MOST important event in the story? Why?
- F6: Describe a connection you had while reading.
- F7: What new words did you learn.?
- F8: Was there a character you didn't like? Why?
- F9: Would you recommend this text to someone else? If so, who?
- F10: Which character is most similar to you?
- F11: If you could change the title, what would you change it to?
- F12: What was the author's purpose in writing this book?
- F13: What does the character want? Do you think he/she will get it? If so, how?
- F14: If you could ask the author a question about the text, what would you ask?
- F15: What would you change about the story?
- F16: What questions do you have about the text?
- F17: Summarize what you have read.
- F18: How are you feeling right now as you read?
- F19: What is going to happen next? How do you know?
- F20: What were some of the strongest words the author used?

Homework

Science Extra Credit

**Weekly Science
Vocabulary words for the
whole school year**

**Gets hung up in the
hallway on the science
board for the week 😊**

***In students' white
binder/planner***

Attention: ALL TSFES student scientists!

Please create something to display on the school hallway bulletin board about the Science Power Vocabulary Words each week.

You may create either a picture (with caption), a labeled diagram, a definition, a song, a poem or something else to share with your fellow Tarpon Tiger Scientists! Your teacher might even give you extra credit for excellent work or it might even be shared on the Morning News!

***Please proudly write your name and grade on your amazing work.**

Weeks of 8/21-25 **evaporation** and/or **precipitation**

Weeks of 8/28 - 9/1 **condensation** and/or **states of matter**

Week 9/4 - 9/8 **rotation** and/or **revolution**

Week 9/11 - 9/15 **climate** and/or **humidity**

Week 9/18 - 9/22 **renewable** and/or **non-renewable resources**

Week 9/25 - 9/29 **sedimentary rock** and/or **metamorphic rock**

Week 10/2 - 10/6 **igneous rock** and/or **mineral**

Week 10/9 - 10/13 **weathering** and/or **erosion**

Week 10/16 - 10/20 **balanced forces** and/or **unbalanced forces**

Week 10/23 - 10/27 **friction** and/or **gravity**

Week 10/30 - 11/3 **chemical change** and/or **physical change**

Week 11/6 - 11/10 **absorb** and/or **dissolve**

Week 11/13 - 11/17 **mixture** and/or **variable**

Week 11/27 - 12/1 **energy**

Week 12/4 - 12/8 **closed circuit** and/or **conduction**

Weeks 12/11 – 12/15 **reflection** and/or **refraction**

WINTER BREAK (see back for January- May)

Grades

Florida Scale

- | | |
|---------------|---|
| • 90-100 | E |
| • 80-89 | V |
| • 70-79 | S |
| • 60-69 | N |
| • 59 or below | U |

- Grades will be weighted, 60% tests and 40% classwork
- 4 report cards per year
- Please check FOCUS online regularly to check your child's progress and view their grades

How can you help your child

- **Get familiar with the Florida B.E.S.T. State Standards so you're aware of the grade-level expectations.**
- **Make at-home reading a daily routine**
- **Help your child know and memorize basic addition and subtraction facts. Ask your child to “do the math” that pops up in daily life.**
- **Encourage and expect your child to do high quality work (check for completeness, legible handwriting, correct spelling).**
- **Shift the responsibility from you to your child.**

Parent Teacher Communicat

- Standard form of communication is going to **FOCUS**
- Weekly update emails each Friday through **FOCUS**
- Notes in planner or phone calls home
- 3 parent teacher conferences throughout year
(can also be scheduled as needed)