Classroom

Information

Guide

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Mrs. Sarbacker

Room 10

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**Go Home Folder**

At the beginning of the week, your child’s go home folder will come home. It will contain:

* My weekly newsletter
* Homework (starting next week)
* Completed/graded paperwork
* School/district paperwork (time sensitive paperwork will sometimes come home later in the week)

Please make sure to check and clear out their backpacks the first day of the week. I ask that you return the folder by the end of the week (You may want to have your child turn it in with their homework.).

**Contact Information**

My contact information is as follows:

* E-mail: [ksarback@ecsdnv.net](mailto:ksarback@ecsdnv.net)
* School phone: 738-1844 ext. 2110

The easiest way to contact me is through e-mail as I check it various times throughout the day. I check my voicemail at the end of the day so if you leave a message, I may not get back to you till after school. If you have an urgent message for your child, you may want to leave it at the office.

I also have a class website that will keep you up to date with what your child is learning. Here is the URL:

* <http://mrssarbackers2ndgrade.weebly.com>

**Homework**

Homework will start the week of September 8th. Homework papers will come home at the beginning of every week except for the week of Thanksgiving and Martin Luther King Jr.’s birthday. The homework is due by the end of the week. If you know that your child will be gone at the start or end of the week, please make arrangements to have their homework picked up or turned in early.

Homework will consist of spelling, math, and reading. Spelling and math practice should take about 20 minutes per night total to finish. Reading should also be about 20 minutes per night. Completion of homework should not mean World War III between you and your child. If you find that you battle your child too much to get homework done, please let me know, and I can take care of the consequences here at school.

Homework activities will be practice of academic things your child is already learning in class. Your help with their homework can also assist you in pinpointing areas your child needs extra work.

Besides just for academic practice, homework is also a great tool in teaching various real-life skills which can be lifelong habits: work before play, planning ahead, turning in things on a due date, making sure paperwork gets signed, not losing important papers, etc. Your assistance with establishing these routines will be beneficial to your child so hopefully, by the end of the school year, they have a system that they can carry with them to 3rd grade and beyond.

**Homework (cont.)**

Two of the three areas of homework will be spelling and math. A few details about this homework:

* Spelling will encompass both weekly spelling words and the quarter’s sight words (see “What We’re Learning: Sight Words” section). The weekly spelling words will always be some kind of English spelling pattern. The letter “C” stands for consonant. The letter “V” stands for vowel. In our language, most short vowels will contain a CVC pattern of some kind. Long vowels usually need another vowel helper. Words that don’t follow the patterns will be called “oddballs”.
* After I’ve had a chance to assess your child, there will be 3 spelling groups based on your child’s ability: Group A will only do the first 10 words; this is the shortest and simplest list. Group B will do the first 15 words; the words get a little more complex. Group C will do all 20

words; this list will contain multi-syllabic words.

* In math, the biggest skill to practice at home this year will be learning all their addition and subtraction facts to 20 mentally (see “What We’re Learning: Math Facts Fluency” section). There will be activities to practice other math skills as well.

**Drop-Off and Pick-Up Times and Places**

* School begins at 8:25. There is no adult supervision until 8:10, so for your child’s safety, please do not drop them off before then.

I will pick up students from the playground at the double doors leading from the lunchroom to the playground. This is due to the congestion there is at the end of Hallway 2.

* School ends at 3:15 every day except Wednesdays when school ends at 2:00.

I will drop students off outside the double doors leading from our hallway to the covered patio. Student siblings must meet outside the building. Please establish a meeting spot.

* If you are late, I will walk with your child to the office and wait with them until you arrive.

**Important Dates and Times**

**Daily Routines**

Here is a synopsis of our daily routines:

8:25-8:45 Language (grammar)

8:45-9:15 Science/Social Studies

9:15-10:10 Writing

10:10-10:20 Recess

10:20-11:10 Specials class (art, music, computer, library, PE)

11:10-12:00 Lunch and Recess

12:00-1:00 Math

1:00-2:00 Reading

2:00-2:15 Recess (except Wednesday early out)

2:15-3:15 Spelling/Class Meeting/Buddy Reading

**Specials Classes**

Our specials’ days and times are as follows:

MON. 10:30-11:10 Art

TUE. 10:30-11:10 Music

WED. 10:30-11:10 Computer

THU. 10:30-11:10 Library (make sure your child brings book)

FRI. 10:30-11:10 PE (make sure your child wears tennis shoes)

**Important Dates**

Sept. 4 Fair Day Feb. 15 Presidents’ Day

Sept. 7 Labor Day Mar. 25 Early out (1:00)

Oct. 30 Nevada Day Mar. 28-Apr. 1 Spring Break

Nov. 4-5 Parent Conf. Apr. 6-7 Parent Conf.

Nov. 11 Veterans’ Day May 31-June 3 Mining Week

Nov. 25 Early out (1:00) May 30 Memorial Day

Nov. 26-27 Thanksgiving June 10 Last Day

Dec. 18 Early out (1:00)

Dec. 21-Jan. 1 Christmas Break

Jan. 18 Martin Luther King Jr. Day

Jan. 22 Professional Development Day

Jan. 29 Report cards sent home

**7 Habits of Happy Kids**

Classroom management will be done by incorporating the 7 Habits. In 1989, Steven Covey published a book entitled The Seven Habits of Highly Successful People. In the book, he presents an approach to being effective in attaining goals while still maintaining good character ethics in the business world. Due to the book’s popularity, Covey published a follow-up book for teaching kids these very same habits called The Leader in Me. These habits will be taught and the principles used in our classroom this year. If you would like to use the same wording with your child, here’s a description of each habit:

1. **BE PROACTIVE**-Take initiative, be responsible

for your own actions, maintain a positive attitude, be honest

1. **BEGIN WITH THE END IN MIND**-Plan ahead,

set goals, do things that have meaning and make a difference in the world, be good citizens at school and at home

1. **PUT FIRST THINGS FIRST**-Work before play,

prioritize, be organized

1. **THINK WIN-WIN**-Seek ways to build others

up, make compromises

1. **SEEK FIRST TO UNDERSTAND, THEN TO BE**

**UNDERSTOOD**-Listen well to others, try to see others’ viewpoints, be confident in expressing yourself, think before you speak, avoid gossip

1. **SYNERGIZE**-Work well with others, be humble
2. **SHARPEN THE SAW**-Take care of your mind, body,

and spirit.

**Absences and Tardies**

* If your child must be absent, please send a note to school within 3 days of the absence. Absences can only be excused with a signed note.
* If you pre-arrange an absence, please allow me at least 2 days to pull together reading, writing, and math tasks for your child so they can maintain their learning while they are gone. These may or may not be the exact tasks they will be missing in class.
* Students with 10 or more unexcused tardies receive detention.
* If you need to check your child out of school early, please sign him/her out at the office. The office will call the room to let me know the student is leaving with an approved adult.
* Students are recognized at the end of the school year for perfect attendance.

**Birthdays-NEW POLICY**

The Nevada School Wellness Policy now requires that birthday treats be healthy and nutritious snacks (called Smart Snacks). So if you would like to bring in a treat for your child’s birthday, please make sure that it is a Smart Snack. Also please make sure to notify me at least a day in advance. Ideas for treats include, but are not limited to:

Popcorn or pretzels

Crackers and peanut butter

Baked chips and salsa

Fruit with yogurt dip

Cut up veggies with hummus

Low fat granola bars

Nuts and seeds

Trail mix

String cheese

Yogurt

Please do not send birthday party invitations to class unless there is one for each student in our class.

If your child will not be inviting the whole class, to prevent hurt feelings, have your child pass out invitations outside school hours, before or after school.

If your child has a summer birthday, we can celebrate it the last week of school.

**Field Trips**

2nd grade usually takes 2 field trips per year: the firehouse and Fossil Hill. These both usually occur in May. As time draws nearer, I will be asking for chaperones.

My class also has 2 other field trips we attend: the science fair and South Fork to release the trout we raise in the classroom. Each of these usually occur in March.

**Water Bottles**

Students may bring refillable water bottles to keep at their desks to use to keep them hydrated throughout the school day.

**Grading**

Grades in second grade are based on a rubric. Numbers on the rubric represent the level of mastery your child has demonstrated on a particular skill or group of skills. The descriptors are as follows:

4 The student exceeds grade level expectations consistently. He/she can apply higher order thinking to more complex tasks and challenges.

**3 The student meets grade level expectations consistently. THIS IS THE PRIMARY GOAL OF ALL STUDENTS.**

1. The student requires minor help or is inconsistent in meeting grade level expectations. He/she may simply need more

practice with the skill to be successful.

1. The student is missing too many foundational skills to be successful. The teacher may have to adjust the assignment so the student can be successful.

For assignments that I do not grade, but were just meant for practice, you may see √’s, \*’s, or OK’s.

To keep you informed, here is the progress report/report card distribution schedule:

PROGRESS REPORT REPORT CARD

September 28 November 4-5 (parent conf.)

December 7 January 29

February 29 April 6-7 (parent conf.)

May 16 June 10 (last day of school)

**What We’ll Be Learning**

English/Language Arts and Math skills come from the Nevada Academic Content Standards (NVACS). Here is a summary of the skills and goals your child will be taught each quarter.

Reading

|  |  |
| --- | --- |
| Quarter 1   * Check for understanding * Make sure words make sense, look right, and sound right * Choose a good fit book * Fix up strategies for words that don’t make sense * Set a purpose for reading * Ask and answer questions * Use pictures, images, and text features to aid comprehension | Quarter 2   * Determine the most important points presented in a nonfiction text * Identify main idea and important details * Recount stories by using story structure * Read with expression * Describe how characters respond to events * Identify cause and effect connections between historical events |
| Quarter 3   * Recount folktales and fables * Determine lessons and morals * Speak in a different voice for each character in a fiction text * Identify cause and effect connections between technical procedures | Quarter 4   * Compare and contrast 2 nonfiction texts on the same topic * Compare and contrast folktales from diverse countries * Determine author’s purpose * Acknowledge differences in points of view |

Reading Fluency Goals

Fluency in reading is the ability to read a text at a reasonable rate with a certain degree of accuracy. It is an important skill for a reader because it helps them to comprehend text better. Here are the goals for each quarter:

|  |  |
| --- | --- |
| Quarter 1  By the end of quarter 1, student can at least read:   * 2.0-2.2 grade level text (Level K) * 60 words per minute (rate) * With at least 95% accuracy | Quarter 2  By the end of quarter 2, student can at least read:   * 2.3-2.4 grade level text (Level M) * 70 words per minute (rate) * With at least 98% accuracy |
| Quarter 3  By the end of quarter 3, student can at least read:   * 2.5-2.7 grade level text (Level O) * 80 words per minute (rate) * With at least 98% accuracy | Quarter 4  By the end of quarter 4, student can at least read:   * 2.8-2.9 grade level text (Level P) * 90 words per minute (rate) * With at least 98% accuracy |

Writing, Speaking, and Listening

What is taught in quarter 1 in writing is cumulative and each consecutive quarter is built upon throughout the year:

|  |  |
| --- | --- |
| Quarter 1   * The writing process * Brainstorm ideas * How to speak in front of an audience * When to use formal vs. informal language when speaking * How to write a narrative * How to write about science investigations * Ask and answer questions about what a speaker says | Quarter 2   * How to write an opinion piece * How to write a persuasive piece * “Turkey” writing * Poetry elements |
| Quarter 3   * How to write various forms of poetry * How to write an informative report (with a partner) | Quarter 4   * Finish up and review writing skills taught this year * How to write an informative report (independent) * How to write a friendly letter |

Language (Vocabulary, Grammar, and Mechanics)

|  |  |
| --- | --- |
| Quarter 1   * Formal vs. informal language * Write sentences appropriately * Identify and use different types of nouns correctly (proper, plural, collective, possessive) * Determine connections between nouns * Define words using context clues | Quarter 2   * Identify and use pronouns (personal, possessive, reflexive) * Identify and use verbs   (verb tense)   * Use verb synonyms to clarify writing * Identify and use adjectives * Define words using their word parts (-ful, root words) |
| Quarter 3   * Use apostrophes to form contractions * Use adjective synonyms to clarify writing * Use adjectives to expand sentences * Identify and use adverbs * Use adverbs to expand sentences * Rearrange sentences * Define compound words using their word parts | Quarter 4   * Finish up and review language skills taught this year * Define words using a dictionary or glossary |

Spelling/Phonics

|  |  |
| --- | --- |
| Quarter 1   * Vowels and consonants * Short vowels (CVC, CCVC, CVCC) * Silent e long vowel pattern * CVVC long vowel patterns   (ai/ei, ea/ee, oa, oo/ui)   * Open long vowels (ay, ow, ew, oe, ue, y) * Long I made by “igh” | Quarter 2   * Words ending with CK, KE, and K * VCC long vowels (-ild, -ind, -ost, -oth) * R-influenced vowels |
| Quarter 3   * Diphthongs (oi/oy, oo, au/aw, ou/ow) * Words with WA, AL, and OUGH * Plural nouns * Contractions * Irregular past tense verbs | Quarter 4   * Past tense verbs ending in “ed” and “ing” * Compound words * 2-syllable long vowels * Affixes |

Sight Words (reading and spelling)

Unlike spelling words, sight words are those words frequently used in the English language that do not follow conventional spelling rules or patterns. Therefore, they need to be learned by “sight”. The sight words for each month and quarter are:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Quarter 1   |  |  |  | | --- | --- | --- | | **Sept** |  | **Oct** | | do |  | of | | was |  | one | | are |  | all | | you |  | has | | come |  | who | | said |  | some | | have |  | live | | they |  | over | | what |  | give |   look here | Quarter 2   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Nov** |  | **Dec** |  | **Jan** | | put |  | use |  | buy | | any |  | off |  | want | | two |  | she |  | open | | been |  | very |  | little | | many |  | work |  | their | | your |  | good |  | would | | call |  | into |  | about | | away |  | were |  | always | | does |  | from |  | answer | | could |  | again |  | because | |
| Quarter 3   |  |  |  | | --- | --- | --- | | **Feb** |  | **March** | | gone |  | only | | full |  | word | | once |  | also | | both |  | those | | walk |  | other | | these |  | water | | where | | animal | | around | | change | | please | | mother | | another | | through | | Quarter 4   |  |  |  | | --- | --- | --- | | **April** |  | **May** | | city |  | idea | | goes |  | busy | | pull |  | talk | | wash |  | even | | four |  | move | | every |  | won't | | pretty |  | learn | | people | | great | | America | | world | | different | | should | |

Math

|  |  |
| --- | --- |
| Quarter 1   * Use addition strategies within 20 (see p. 19) * Count within 1000 by 1s, 5s, 10s, and 100s * Represent numbers to 1000 * Compare numbers to 1000 * Add and subtract to 100 * Solve 1-step addition and subtraction word problems to 100 | Quarter 2   * Use addition strategies within 20 (see p. 19) * Read and make picture and bar graphs * Make and count money amounts * Measure in inches, centimeters, feet, and yards * Tell and write time to the nearest 5 minutes |
| Quarter 3   * Use subtraction strategies within 20 (see p. 19) * Add up to 4 2-digit numbers * Add and subtract to 1000 * Estimate and compare measurements * Create a line plot to represent measurement data * Identify and draw 2-d shapes up to 6 sides * Know the attributes of a cube and other 3-d shapes | Quarter 4   * Use subtraction strategies within 20 (see p. 19) * Represent equal shares of a whole (fractions) * Represent multiplication as an array * Represent odds/evens as an array * Solve 2-step addition and subtraction word problems to 100 |

Math Facts Fluency Goals

Fluency with math facts is the ability for the child to know their facts accurately and in an efficient manner. Here are the math facts your child should learn each quarter:

|  |  |
| --- | --- |
| Quarter 1   * Counting Up addition facts   1 + 1 1 + 2 1 + 3  2 + 2 2 + 3 3 + 3  4 + 1 4 + 2 4 + 3  5 + 1 5 + 2 5 + 3  6 + 1 6 + 2 6 + 3  7 + 1 7 + 2 7 + 3  8 + 1 8 + 2 8 + 3  9 + 1 9 + 2 9 + 3  10 + 1 10 + 2 10 + 3   * Doubles addition facts   4 + 4 5 + 5 6 + 6  7 + 7 8 + 8 9 + 9  10 + 10 | Quarter 2   * Near Doubles addition facts   4 + 5 5 + 6 6 + 7  7 + 8 8 + 9 6 + 8  5 + 7   * Make Ten addition facts   4 + 6 4 + 7 4 + 8  4 + 9 5 + 8 7 + 9  5 + 9 6 + 9 |
| Quarter 3   * Counting Up subtraction facts   12 – 9 11 – 9 10 – 9  11 – 8 10 – 8 9 – 8  10 – 7 9 – 7 8 – 7  9 – 6 8 – 6 7 – 6  8 – 5 7 – 5 6 – 5  7 – 4 6 – 4 5 - 4   * Counting Back subtraction facts   12 – 3 11 – 3 10 – 3  9 – 3 8 – 3 7 – 3  6 – 3 5 – 3 4 – 3  11 – 2 10 – 2 9 – 2  8 – 2 7 – 2 6 - 2  5 – 2 4 – 2 3 – 2  10 – 1 9 – 1 8 – 1  7 – 1 6 – 1 5 - 1  4 – 1 3 – 1 2 - 1 | Quarter 4   * Doubles subtraction facts   18 – 9 16 – 8 14 – 7  12 – 6 10 – 5 8 – 4   * Fact Family subtraction facts   13 – 9 14 – 9 15 – 9  16 – 9 17 – 9 12 – 8  13 – 8 14 – 8 15 – 8  17 – 8 11 – 7 12 – 7 13 – 7 15 – 7 16 – 7  10 – 6 11 – 6 13 – 6  14 – 6 15 – 6 9 – 5  11 – 5 12 – 5 13 – 5  14 – 5 9 – 4 10 – 4  11 – 4 12 – 4 13 - 4 |

Science/Social Studies

New science standards come from the Next Generation Science Standards (see nextgenscience.org for more information). Both science and social studies will be integrated with language arts. Science topics below are in bold:

|  |  |
| --- | --- |
| Quarter 1   * School citizenship (rules and procedures) * Community citizenship (laws, community helpers) * Labor Day * **Scientific process** * **Design process** * **Matter** * Maps and globes * Columbus Day * **Landforms** | Quarter 2   * **Habitats** * Veterans’ Day * Thanksgiving * Economics * Martin Luther King |
| Quarter 3   * **Science Fair** * Presidents’ Day * Patriotic symbols and activities * **Trout in the Classroom** * International Day? | Quarter 4   * **Plants** * **Earth Day** * **Watersheds?** * **Rocks (Mining Week)** * Fire Safety * Memorial Day * Independence Day |