

**2nd Grade  
2020-2021**

**Amal, Candice  
and Joyce**

# Agenda

- Reading
- Writing
- Math
- Research
- Community
- Communication
- Classroom expectations and behavior

# Reading

- Leveled Reading
- Assessments
- Classroom Reading
  - Read Alouds
  - Independent Reading
  - Guided Reading
  - Partner Reading
- Skills and Strategies

# Leveled Reading

- Leveled Reading

- Level determined through ongoing assessments
- Formal and informal assessments

	September Level	January Level	June Level
1 (Below Standards)	F or below	H or below	J or below
2 (Approaching Standards)	G/H	I/J	K/L
<b>3 (Meeting Standards)</b>	<b>I/J/K</b>	<b>K/L</b>	<b>M</b>
4 (Exceeding Standards)	L or above	M or above	N or above

# Classroom Reading

- Read Alouds
- Independent Reading
  - Practicing strategies and skills independently
- Guided Reading
  - Small group instruction
- Partner Reading
  - Reading buddies
  - Sharing and talking about reading

# Reading: Skills and Strategies

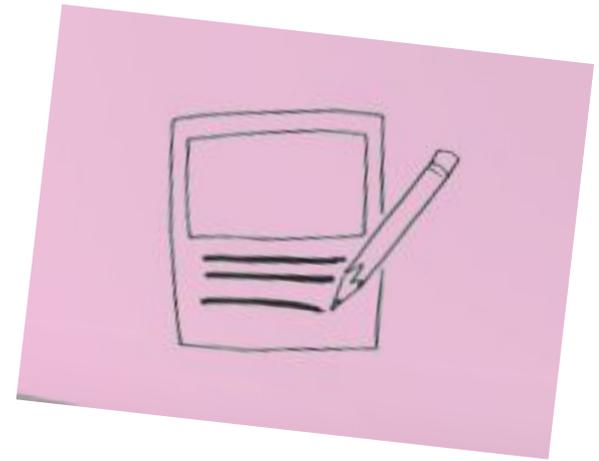
- Strategies
  - Before reading
  - During reading
  - After reading
- Comprehension
- Fluency
- Expression
- Phonics and word reading

# Reading Units

- **Launch** – Establishing routines, practices and assessing students, Second Grade Reading Growth Spurt.
- **Non-Fiction** – Studying non-fiction text features and structures and the purpose of those features
- **Fiction** - Bigger Books Mean Amping Up Reading Power (building strategies and skills)
- **Character Studies**:- studying characters and their stories
- **Fiction** - Series Reading and Book Clubs - Noticing patterns and familiar characters and story lines and joining book clubs to stretch each other's thinking
- **Non-Fiction Book Clubs** – Building on earlier work, we will be studying non-fiction texts in book clubs to engage in communal research

# Writing

- Writing Cycle
- Writing Units
- Word Study, Spelling and Writing Conventions



# The Writing Cycle

- Generating Ideas
- Planning
- Drafting
- Craft Lessons
- Revising
- Editing
- Publishing

## **Assessment:**

- Conferencing
- Writing Rubrics based on narrative, opinion and writing nonfiction standards
- “On Demand” pieces

# Writing Units

- **Narrative** – Revving Up Writing Muscles. Lessons from the Masters: Improving Narrative Writing
- **Informational** - How-To Guide to Nonfiction Writing
- **Opinion** – Writing About Reading: Opinions About Books
- **Narrative**—Writing Realistic Fiction
- **Informational or All** – Nonfiction or Independent Writing Projects

# Writing: Word Study, Spelling and Writing Conventions

- Word Wall Words
  - 5 words a week
  - Spelling patterns
  - Homophones
  - Contractions
  - Suffixes (-ed, -ing)
  - Irregular patterns
- Writing conventions
  - Capitalization
  - Punctuation

# Math

Major Concepts and Standards

Number Talks, CGI, Exemplars

Math Games

# Math Overview

STANDARDS



WHAT STUDENTS  
LEARN

MATH PRACTICES



HOW STUDENTS  
LEARN

WHAT DOES THIS MEAN?

BOTH OF THESE PARTS ARE IMPORTANT TO  
YOUR CHILD'S GROWTH AS A MATHEMATICIAN

# Math: Major Concepts and Standards

- Launch – Routines, procedures, habits of mind, Sums and Differences to 20
- Place Value, Counting, Comparison of numbers to 1,000
- Addition and Subtraction within 200 with word problems to 100
- Addition and Subtraction within 1000 with word problems to 100
- Problem Solving with Length

# MATH CONCEPTS CALENDAR

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<p>Launching math workshop</p> <p>Developing growth mindset</p> <p>Reviewing 1st grade strategies.</p>	<p>Practice fluency within 20</p> <p>Recognize that a hundred is created from ten groups of ten</p> <p>Represent numbers by using numbers, number names, and expanded form</p> <p>Compare two-digit number using <math>&gt;</math>, <math>=</math>, <math>&lt;</math></p> <p>Recognize how the digits 0-9 are used in our place value system to create numbers and manipulate amounts</p>	<p>Understanding, representing, and solving problems involving addition and subtraction</p> <p>Develop the understanding of the relationships between addition and subtraction.</p> <p>Reinforce the multiple meanings for addition (combine, join, and count on) and subtraction (take away, remove, count back, and compare)</p> <p>Recognize how the digits 0-9 are used in our place value system to create numbers and manipulate amounts</p>	<p>Understanding, representing, and solving problems involving addition and subtraction</p> <p>Recognize how the digits 0-9 are used in our place value system to create numbers and manipulate amounts</p> <p>Develop the understanding of the relationships between addition and subtraction.</p>

# The 7 Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.

# Make Sense of Problems and Persevere in Solving Them.

Mathematically proficient students start by **explaining** to themselves the meaning of a problem and **looking** for entry points to its solution. They **analyze** givens, constraints, relationships, and goals. They **make** conjectures about the form and meaning of the solution and **plan** a solution pathway rather than simply jumping into a solution attempt. They **consider** analogous problems, and **try** special cases and simpler forms of the original problem in order to **gain** insight into its solution. They **monitor** and **evaluate** their progress and **change** course if necessary. Older students might, depending on the context of the problem, **transform** algebraic expressions or **change** the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can **explain** correspondences between equations, verbal descriptions, tables, and graphs or **draw** diagrams of important features and relationships, **graph** data, and **search** for regularity or trends. Younger students might rely on using concrete objects or pictures to help **conceptualize** and solve a problem. Mathematically proficient students **check** their answers to problems using a different method, and they continually **ask** themselves, "Does this make sense?" They can **understand** the approaches of others to **solving** complex problems and **identify** correspondences between different approaches.

Notice the verbs embedded in this math practice. The reveal

HOW students are to go about solving problems.

# Students Who Lack Number Sense Rely on procedures too heavily!

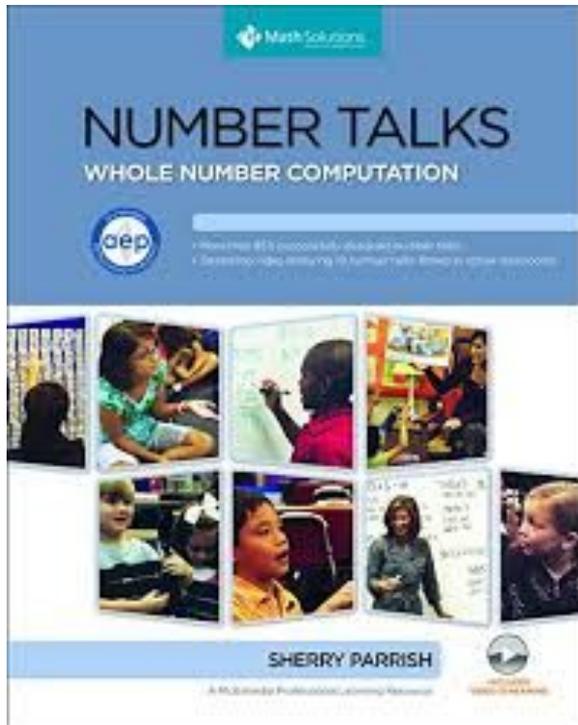
## And Are Less Likely To:

- consider analogous problems
- represent problems coherently
- justify conclusions
- apply the mathematics to practical situations
- explain the mathematics accurately to other students
- deviate from a known procedure to find a shortcut.

# Number Talks

Classroom conversations around purposefully crafted computation problems that are solved mentally.

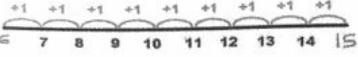
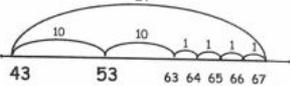
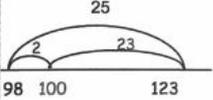
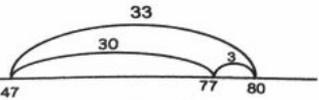
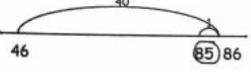
Designed to elicit specific strategies that focus on number relationships and number theory.



# CGI Story Problem

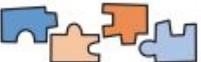
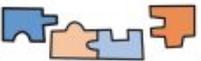
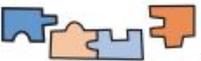
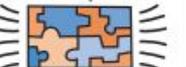
Cognitively guided instruction.  
A time for students to think deeply about word problems across various problem types.

Students think and discuss together to share their understand and justify their conclusions. Key components of the mathematical practices.

<p><b>Counting on</b></p> <p><math>6 + \underline{\quad} = 15</math></p> 	<p><b>Doubles/Near Doubles</b> Adding by Tens and Ones</p> <p><math>43 + 24 = 67</math></p> <p><math>43 + 24 = 43 + (10 + 10 + 4)</math></p> 
<p><b>Making Tens</b></p> <p><math>8 + 9 =</math></p> <p><math>(7+1)</math></p> <p><math>(1+9) + 7 =</math></p> <p><math>10 + 7 = 17</math></p>	<p><b>Making Landmark/Friendly Number</b></p> <p><math>98 + 25 = 123</math></p> 
<p><b>Compensation</b></p> <p><math>39 + 52 = (39 + 1) + (52 - 1)</math></p> <p><math>39 + 52 = 40 + 51</math></p> <p><math>39 + 52 = 91</math></p>	<p><b>Breaking Each Number into its Place Value</b></p> <p><math>23 + 23 = (20 + 3) + (20 + 3)</math></p> <p><math>= (20 + 20) + (3 + 3)</math></p> <p><math>= 40 + 6</math></p> <p><math>23 + 23 = 46</math></p>
<p><b>Adding by taking BIG jumps</b></p>  <p><math>47 + 33 = 47 + (30 + 3)</math></p> <p><math>47 + 33 = 80</math></p>	<p><b>Adding a friendly amount and Adjusting</b></p>  <p><math>46 + 39 = 46 + (40 - 1)</math></p> <p><math>= (46 + 40) - 1</math></p> <p><math>= 86 - 1</math></p>

# Exemplars

## Jigsaw Student Rubric

Level	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
<b>Novice</b> Makes an effort. No or little understanding.	I did not understand the problem. 	My math thinking is not correct. 	I used no math language and/or math notation. 	I did not notice anything about the problem or the numbers in my work. 	I did not use a math representation to help solve the problem and explain my work. 
<b>Apprentice</b> Okay, good try. Unclear if student understands.	I understand only part of the problem. My strategy works for part of the problem. 	Some of my math thinking is correct. 	I used some math language and/or math notation. 	I tried to notice something, but it is not about the math in the problem. 	I tried to use a math representation to help solve the problem and explain my work, but it has mistakes in it. 
<b>Practitioner</b> Excellent. Clear. Strong understanding. Meets the standard.	I understand the problem and my strategy works. My answer is correct. 	All of my math thinking is correct. 	I used math language and/or math notation accurately throughout my work. 	I noticed something about my math work. 	I made a math representation to help solve the problem and explain my work, and it is labeled and correct. 
<b>Expert</b> Wow, awesome! Exceptional understanding!	I understand the problem. My answer is correct. I used a rule, and/or verified that my strategy is correct. 	I showed that I knew more about a math idea that I used in my plan. Or, I explained my rule. 	I used a lot of specific math language and/or notation accurately throughout my work. 	I noticed something in my work, and used that to extend my answer and/or I showed how this problem is like another problem. 	I used another math representation to help solve the problem and explain my work in another way. 

Complex math problems that develop critical thinking as detailed by the 7 mathematical standards.

# Math Games

- Reinforce and review concepts
- Increase opportunities to respond
- Adaptable to different levels
- Games:
  - Five-in-a-row: Addition & Subtraction
  - Building & Breaking Towers of Ten



Name \_\_\_\_\_ Date \_\_\_\_\_

## HIGH ROLLER!

Player One		Player Two
1. _____	<, >, or = ○	1. _____
2. _____	<, >, or = ○	2. _____
3. _____	<, >, or = ○	3. _____
4. _____	<, >, or = ○	4. _____

ROUND	HUNDREDS	TENS	ONES	DID YOU MAKE THE LARGEST NUMBER (WIN)	IF NOT, WHAT IS THE LARGEST NUMBER?
1.					
2.					
3.					
4.					
5.					

Compare two numbers from above with the symbols <, >, or =.

Write a 3-digit number that is greater than your highest number. \_\_\_\_\_

Write a 3-digit number that is less than your lowest number. \_\_\_\_\_

Explain your reasoning. How do you know the numbers you created are less or greater?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## PLACE VALUE BREAKDOWN!

ROUND	HUNDREDS	TENS	ONES	WRITE THE NUMBER IN EXPANDED FORM
1.				
2.				
3.				
4.				
5.				

ANSWER THE QUESTIONS BELOW.

1. What is the value of 5 in 954? \_\_\_\_\_ How do you know?

\_\_\_\_\_

2. What is the value of 6 in 672? \_\_\_\_\_ How do you know?

\_\_\_\_\_

3. If the number 854 was increased by 10, what would the new number be?

\_\_\_\_\_

# Research

- Research Process
- Research Study:
  - NYC Now:  
geography, government,  
neighborhoods, jobs,  
transportation, structures



# Community

- Morning Meeting
- Closing Circle
- Community lessons
  - RULER: emotions, mood meter, best self
  - Games and Shares

# Communication

**Virtual Parent Engagement Time: 2:15-2:35pm**

email your homebase teacher to schedule a virtual meeting

Email:

**Candice:** [cbatson@sprucestreetnyc.org](mailto:cbatson@sprucestreetnyc.org)

**Amal:** [aabbass@sprucestreetnyc.org](mailto:aabbass@sprucestreetnyc.org)

**Joyce:** [jheller@sprucestreetnyc.org](mailto:jheller@sprucestreetnyc.org)

Parent-Teacher conferences: **November, March**

# Classroom Expectations and Behavior

Goal: warm and safe learning environment

Components:

Classroom Charter

Positive Reinforcement

Community Building and Social Skills Instruction

Developing Emotional Intelligence

Logical Consequences

Home to School Communication

# Meet with Your Child's Teacher

- Inside the classroom
- General questions about this year?

**Please save specific questions about your child for private meetings.**