



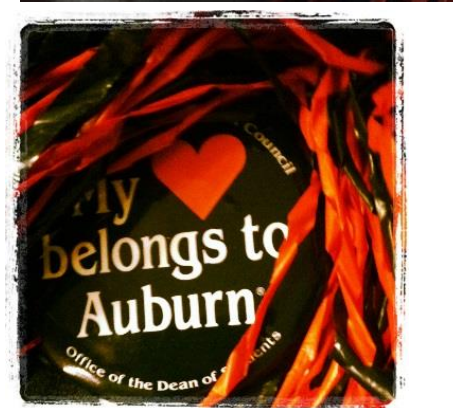
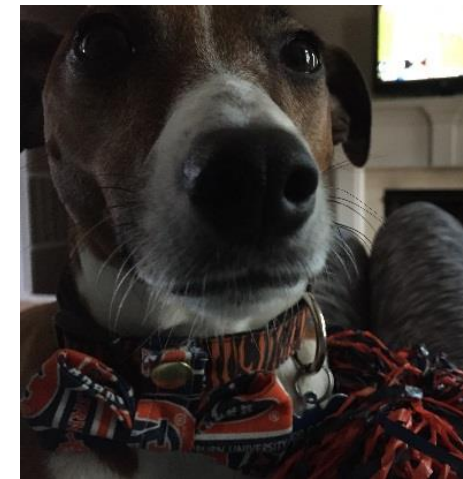
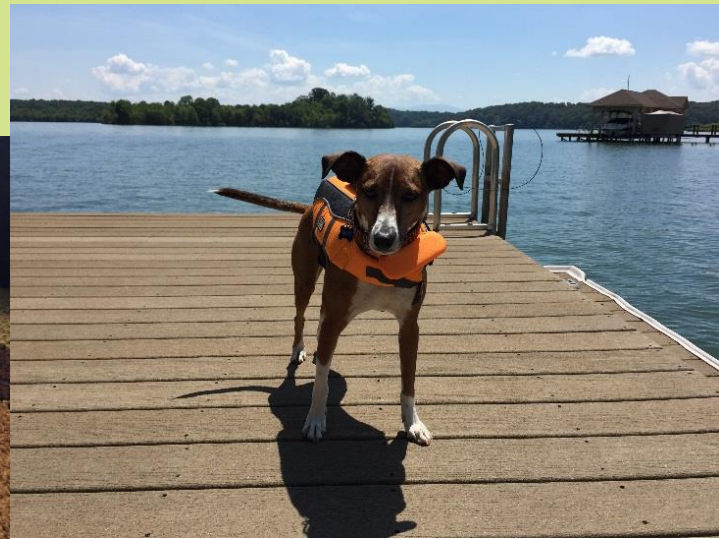
Welcome to 2nd Grade

Back to School Night

August 30, 2018

Before we start, feel free to:

- Read your child's note to you.
- Write a letter to your child to leave on his/her desk.



HFE



Mission

- To develop self-motivated, globally minded thinkers through inquiry and reflection

VISION

- The vision of Heards Ferry as a member of the Riverwood International Cluster is to deliver a challenging curriculum that gives all students the tools needed to be successful, contributing members of our nation and the world.

WE BELIEVE

- All students solve problems in different ways and at different rates.
- In an open environment where communication and respect are valued by all stakeholders.
- In a student centered environment that develops global thinkers and promotes independence.
- That learning is a continual process of risk taking and reevaluation.

MOTTO

- "Teaching students how to think, not what to think."

How to Contact Me



- weberj@fultonschools.org
- School Phone Number: 470-254-9431
- Send notes in daily folder

Parent Communication



- Email
- Monthly newsletter posted on website
- Daily Folder (green)- change of dismissals/ notes/ signed forms
- Thursday Folder (blue)- Graded work/ school flyers
- Weebly website- updated on Mondays
- Seesaw- Check on your child's learning

■ www.weber2nd.weebly.com



School Hours



- Students are tardy after 7:40.
- Dismissal is at 2:20
- If you need your student early, you have to sign them out at the office before 2:00 and the front office will call to the room for them. We cannot dismiss students from the classroom or the playground without notification from the office.
- Please don't take your child off of the bus line or carpool line.

Attendance Policy



- If a student misses a day because of illness or medical reasons, please send in a note to me detailing why they were absent to excuse the absence within three days of the absence.

Daily Schedule



- 7:10-8:10- Morning Work/Team Time
- 8:10-9:25- Math Inquiry
- 9:25-9:30- Snack and Brain Break
- 9:30-10:00- Inquiry into Writing Workshop
- 10:00-10:30- Recess
- 10:30-10:45- Inquiry into Writing Workshop
- 10:45-12:00- Inquiry into Reading Workshop
- 12:05-12:35- Lunch
- 12:30-2:10- Science/Social Studies Inquiry
- 1:25- 2:10- Specials
- 2:10-2:20- Dismissal

Specials

M: Art (Rizzo)

T: Music (Campbell)

W: PE

Th: Spanish

F: PE

Media Center: Every
other Tuesday

Curriculum



- Georgia Standards of Excellence (GSE)
- Small Group Instruction
- Differentiation of Instruction
- Reading Groups
- Writing Genres
- Balanced Literacy
- Math Groups

Why Reader's & Writer's Workshop?

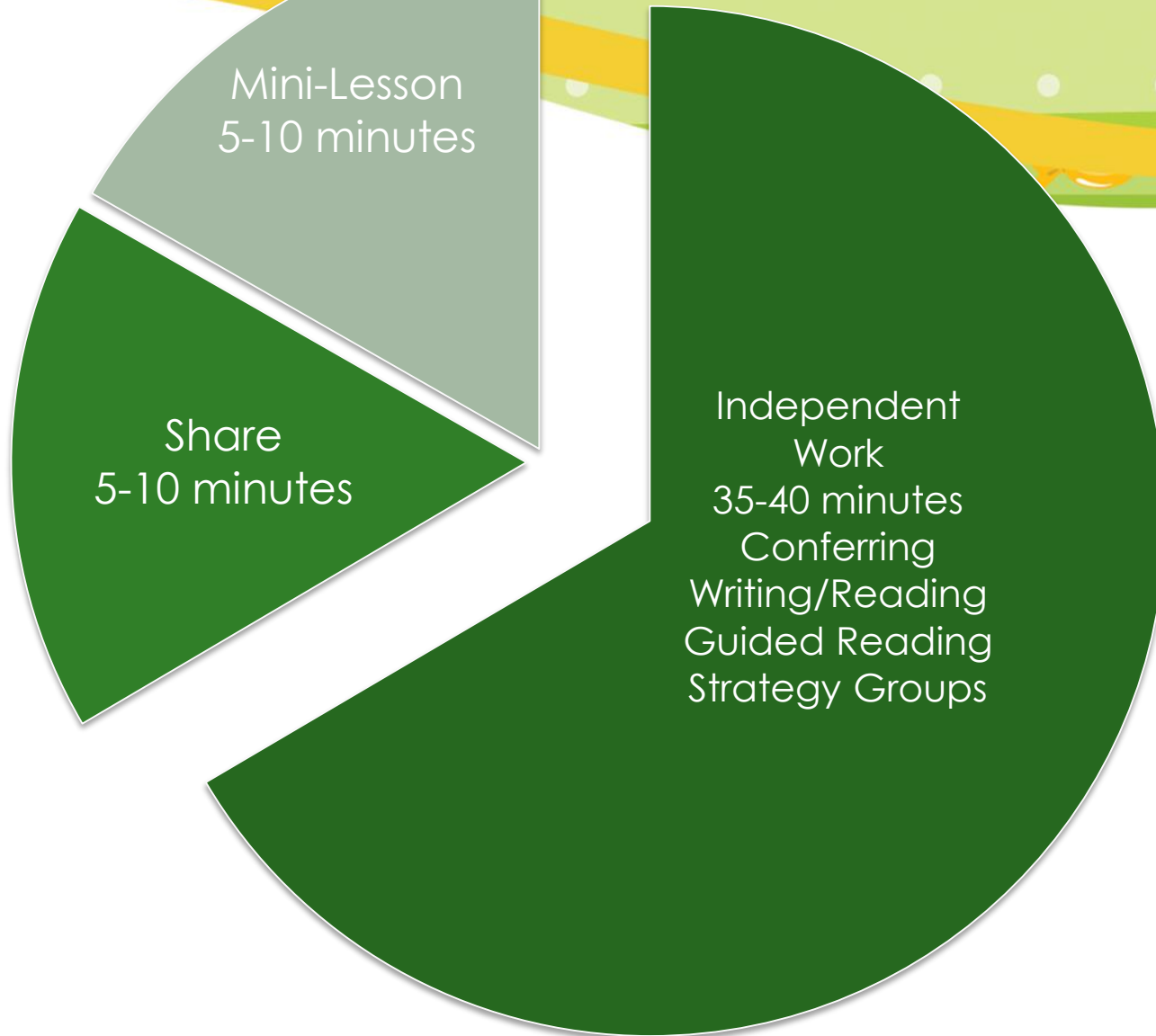
“...students become powerful readers and writers who read and write for real reasons - to advocate for themselves and others, to deepen their own and others' knowledge, to illuminate the lives they live and the world they are a part of.”

Our work aims to prepare kids for any reading and writing task they will face or set themselves, to turn them into life-long, confident readers and writers who display agency and independence in their future endeavors.

*The Reading & Writing Project
Teacher's College, Columbia University*



The Workshop Model



What is Writer's Workshop?



Writer's workshop is an environment where students can acquire the skills and confidence to see themselves as writers. Students are put in charge and are actively involved in creating their own texts. The writing workshop puts students on the spot and makes them responsible for their writing.

What does it look like?

I deliver instruction on a specific writing technique during a brief mini-lesson. Then, students practice the technique during independent writing time. We write every day and students determine the subject they write about within the genres.



Writer's Workshop Genres

- Personal Narratives
- Informational Books
- Science Reports
- Poetry
- Opinion
- Fictional Narratives

What is Reader's Workshop?



Reader's workshop is a literature based program where students read and respond to meaningful text while focusing on a reading skill. Students get to choose what they read and how they implement the skill

What does it look like?

I deliver a short mini-lesson on a comprehension skill. Then, students practice the skill during independent reading time. They focus on the skill while reading and responding to their text to help them make a connection with the concept taught.

Reading Standards



- Answering questions using evidence from the text.
- Describing characters and how they respond to major events
- Main idea and supporting details
- Context clues
- Text features
- Fables and Folktales
- Story Structure

Math Units



- Operations & Algebraic Thinking (includes addition & subtraction fluency, & adding and subtraction within 100 and 1,000).
- Numbers & Operations in Base Ten (Includes place value & comparing numbers, skip counting, representing numbers in various ways, explaining math strategies).
- Measurement & Data (includes measuring and comparing lengths, measurement word problems, telling time, counting money, & collecting and interpreting data).
- Geometry (includes: recognizing shapes and their attributes, partitioning rectangles into equal rows & columns, & partitioning circles equally into halves, thirds, and fourths).

Differentiated Instruction & Personalized Learning



- Small group instruction based on learning needs and ability.
- One-on-one conferencing and goal-setting.
- Station work and projects geared toward students' abilities and learning styles.
- Adaptive software to meet students where they are challenge their learning
(iRead for reading and iReady for Math—access through FCS Launchpad)

Social Studies Topics

- The Creek and Cherokee Native Americans in Georgia
- Native Georgians such as Martin Luther King Jr. and Jimmy Carter
- Regions and Rivers of Georgia

Science Topics

- Stars, Constellations, Phases of the Moon
- States of Matter, Changing Matter
- Life Cycles of Plants and Animals

- Students will visit the Science Lab throughout the year to participate in inquiry based lessons led by Mr. John



IB/PYP

International Baccalaureate Primary Years Programme



- First Unit- Who We Are
- Promoting Student Inquiry
- Growth Mindset
- Implementing 6 Units (transdisciplinary themes)
- Using IB vocabulary throughout the year
- Learner Profile and Attitudes
- Spanish for 1st-5th grades
- International Inquirer
- Service Projects
- Cookies for Character aligned to IB Learner Profile and Attitudes



ALL DIGITAL CITIZENS

PROTECT PRIVATE INFORMATION

for themselves
and others.



RESPECT
THEMSELVES
AND OTHERS
in online communities.

STAY SAFE
ONLINE
by listening to
their gut feelings.

STAND UP TO
CYBERBULLYING
when they
see it happening.

BALANCE
THE TIME
they spend using
media and doing
other activities.

For information and resources about digital citizenship,
visit www.commonsense.org/educators.



Heards Ferry's vision is to empower ALL students to behave safely and participate responsibly with technology.

- Students will use their device for educational purposes only and be sure to be safe and appropriate while online.
- They will listen to their head and heart and protect private information and respect themselves and others while online.
- Lastly, they will stand up and say NO to cyberbullying!

Homework



- Homework will be assigned on Mondays and is due by Friday with directions sheet.
- There are separate 2.1 & 3.1 math assignments. Only required to do the one for your child's level.
- Math workbooks will be sent home to use as a resource.

Fulton County Grading Policy



- 90-100 = A
 - 80-89 = B
 - 70-79 = C
 - 69 and below = F
-
- Assessments 30%
 - Classwork/Projects 45%
 - Quizzes 25%
-
- **Please use the Home Access Center to monitor your child's grades. See the front office (Ms. Bickers) to get signed up.**

Graded Papers



- Every Thursday you will receive a blue folder with graded work.
- Review the written feedback on assignments with your child, sign the signature sheet, and send it back on Friday. Keep the graded papers at home.

Report Cards



- We will be using a standards based report card.
- Report cards will be sent home: October, January, March, and May.

Quality Work Examples



- Solve the problem below and justify your answer:
 $12+18=$
- **Unacceptable response:** I added and I got 30.
- **A response that needs a little work:** I drew pictures and then added them up to get 30.
- **Exemplary response:** First I added the ones. $2+8=10$. I regrouped the tens into the tens place. Then I added the numbers in the tens place $1+1+1=3$ tens. My answer is 30.



Another acceptable response:

- Solve $12+8$
- **Exemplary response:** I drew a number line. I started at 18 and jumped 10 and I got 28. Then I counted up 2 more and landed on 30. My answer is 30.

Quality Work Examples



List a character trait of Jackie Robinson and give an example:

- **Unacceptable:** Jackie Robinson was dependable.
- **Needs Work:** Jackie Robinson was dependable because he showed courage.
- **Exemplary:** Jackie Robinson was dependable because when he joined the Dodgers, he promised Branch Rickey that he would never fight back no matter how mean people were to him, and he kept his promise.

Assessing Your Child



- Fountas and Pinnell Benchmark Assessment
- Universal Screener: Fastbridge
- End of Unit Math Tests, Running Records, & other subject assessments

Progress Monitoring by Instructional Text Reading Level

GRADE	MONTHS OF THE SCHOOL YEAR									
	1	2	3	4	5	6	7	8	9	10
K	-	A	B	B	C	C	C	D	D	D
1	D/E	E	F	F	G	H	H	I	J	J
2	J/K	K	K	K	L	L	L	M	M	M
3	M/N	N	N	N	O	O	O	P	P	P
4	P/Q	Q	Q	Q	R	R	R	S	S	S
5	S/T	T	T	T	U	U	U	V	V	V

Positive Behavior Interventions & Support



- Safe
 - Outstanding
 - Accountable
 - Respectful
- School-Wide Positive Reinforcements- SOAR Eagle Points
 - Discipline Cycle- Reflection Sheet after several warnings
 - Classroom Rewards- Touch Down Chart and Happy Sticks
 - Class Scoreboard & Mystery Rewards
 - Class SOAR rewards

Volunteers



- Please visit the volunteer information link on the Heard's Ferry home page.
- The volunteer application process must be completed before entering classroom.
- Copy Helpers, Estimation Jar, Treasure Box, Emergency Snack, and Mystery Readers
- Sign-ups sent out for special projects and activities as needed

Student Sign In for Online Resources

Fulton County Schools uses Launchpad for your child's online resources.

Go to <https://launchpad.classlink.com/fcs>



Student's Name _____

You will be prompted for your child's username and password.



That's it!

It is that easy to access great supportive resources at home.



- iRead- K-2 Reading Support (HMH Central icon)
- iReady Reading- 3-5
- iReady Math – K-5

How to use Quick Tip



- **Install** the Fulton County Schools App in Android or Apple Device
- **Select** the “QuickTip” icon on the App.
- You will see a form to choose your school and enter your message or “tip.”
- Click “**submit**”
- Safety & Security will receive the message immediately and begin working with schools and departments to verify and resolve reported issues.
- Contact information is optional.
- See an issue? Report it! Let’s work together to keep our schools safe.



Responsibility



- Please help your child be responsible and have ownership of their own learning. This is a big part of being a big second grader!
- We are promoting independence and creating problem solvers!
- Help us by supporting this effort at home too!

Can You Guess Who?

1. Get the sticky note from your child's desk.
2. Write your child's name on it.
3. Place the sticky note on the one you think is your child!
(they are in the hallway)





I am looking forward to
a great year in Second
Grade!