A Year in the Life of a PS11 Second Grader*

*The staff of PS11 has carefully planned for this coming school year. However, all great educators understand that even the best made plans need to be reflected upon, and edited depending on the needs of the students at any given time. While we do not imagine the scope of this year to be drastically different than we have planned, this guide should be considered a framework, rather than a specific and exact plan. We try to keep these pages as up to date as possible, but typos are inevitable. If you see an error, please send an email to ps11slt@gmail.com. Thank you. *Updated 8/2016*

A TYPICAL DAY IN SECOND GRADE AT PS11

Welcome to Second Grade!

School begins each day at 8:50am promptly. Students who wish to eat school breakfast will be allowed to enter the cafeteria at 8:30am. Second grade parents and guardians will NOT be permitted to accompany their children to the cafeteria. All other second graders will enter through the playground starting at 8:30am, and will be sent up to their classrooms at 8:45am.

A sample day in second grade is provided below. Each class's daily schedule will differ due to scheduling, but all periods run the same length of time. Depending on unit foci, outside programs and classroom goals, studies may change. Students will have math, reading and writing every day.

Sample Daily Schedule for Second Grade

8:45	Arrival (students go to classrooms from playground)
8:50-9:27	Morning Work, Morning Meeting, Word Study
9:27-10:30	Reading Workshop
10:30-11:22	Writing Workshop
11:22-12:22	Lunch/Recess
12:22-1:24	Math Workshop
1:24-2:16	Science/Social Studies
2:16-3:08	Special Class (*Music, Gym, Theatre, etc.)*
3:10	Dismissal (pick up students at bottom of west doors)

General Information

Lunch and Recess
Second grade students have recess outside prior to eating lunch. During recess, multiple teachers and school aides monitor students. The ratio of adult to students is 1:20, the same or greater than in the classroom. Both organized activities and free play options are offered. If the weather is cold, be sure to dress your child appropriately.

After School Program
Students registered for the PS11 After School Program will be escorted to the cafeteria at 3:10pm by their classroom teacher. Students registered at other after school programs will be picked up by program employees in designated areas.

Late Arrival
All students arriving late for school (AFTER 8:45am) will enter through the eastern set of doors on 21st Street and must wait in line in the cafeteria to obtain a late pass before going upstairs to their classroom. Late students will not be permitted to enter a classroom without a late pass. Family members are not permitted to escort students to classrooms.

Late Pickup
Parents or guardians who arrive late for dismissal (AFTER 3:10pm) will find their child in Room 101A, which is located on the first floor. As there will not be staff members available to supervise children, if the Main Office is unable to contact you, your child may be taken to the NYPD 10th Precinct on West 20th Street.

LITERACY CURRICULA

PS11 employs a research-based reading and writing curriculum developed by Teachers College Reading and Writing Project at Columbia University. The teacher-educators from this research and staff development organization are involved in long-lasting collaborations with teachers across the world. The Project has a deep and enduring affiliation with six hundred schools, and develops ideas that are foundational to literacy instruction. PS11 staff members attend Teachers College a few days each year for specific professional development seminars. In addition, PS11 has a dedicated staff developer who visits throughout the year to further the school's professional practice

For more information on TCRWP, please visit their website: http://tc.readingandwritingproject.com/

READING CURRICULUM

By second grade, most students know how to decode words and read pages of text. Now, the emphasis is on comprehension, thinking about actions and characters within a book, and students making connections between their reading lives and their own lives. Students are taught to be independent readers and have the opportunity to choose books of interest and explore more complex texts.

Literacy Assessments

Several comprehensive assessments are used to track where students are performing in reading. This lets the teacher determine how best to support a student's progress.

***Formal Running Records**:* Using the Teachers College method, students periodically read a leveled book one-on-one with their teacher, retelling the story, and answering both literal and inferential questions about the text. The teacher then records their reading accuracy, reading rate (words per minute) and comprehension in the student's *Formal Running Record*. At this time, their current reading level is determined.

Conferences/Informal Running Records: Teachers hold individual conferences with students as often as possible. Conferences are specific to each student and focus on their need of skills and strategies. During conferences, it is common for a teacher to keep an *Informal Running Record*. This is to ensure students are constantly being pushed in their ability and are increasing their reading levels sufficiently.

Word ID List: There are 8 levels of *Word ID Lists*, each containing a set of the most common words found in leveled books. Students are required to master 23 out of 25 words on each list to move on. When a student has mastered all 8 lists, they are no longer tested on this skill.

Unit Based Assessments: These assessments are administered at the beginning and end of several units. They assess students' understanding and application of reading comprehension skills that are addressed in each unit and determine a course of teaching during the unit.

In-Book Assessments: These assessments are administered as children move from one reading band to another. A child will read a leveled text and answer a variety of questions. The questions are then scored on a rubric. These assessments provide information about how children apply reading skills necessary to read at that particular level. They are used to inform individual teaching and reading work for a child.

Units of Study in Reading *(subject to change)*

Unit 1	Second Grade Reading Growth Spurt
Unit 2	Becoming Experts: Reading Non Fiction
Unit 3	Studying Characters and Their Stories
Unit 4	Bigger Books Mean Amping Up Reading Power
Unit 5	Series Book Clubs
Unit 6	Reading Nonfiction Cover to Cover: Nonfiction Book Clubs

You will receive more in-depth information about what each unit entails during the beginning of year grade breakfast, and through monthly Classroom Newsletters.

Unit 1: Second Grade Reading Growth Spurt

There are three parts to this unit. First, children will begin the year working to read with fluency, stamina and comprehension. Children will then work to tackle difficult words. Finally, children will use what they are learning in writing to help them to think more deeply about their books.

Unit Outcomes (I-Can Statements):

- I can read with voice and meaning.
- I can be gritty when I solve for tricky words.
- I can think about the author's choices to help me understand the story.

Unit 2: Becoming Experts

How do we become experts? In this unit we will learn to grow our knowledge about a topic by paying close attention to the details, putting parts of a text together, and questioning the text. Nonfiction readers will develop strategies to tackle tricky words and vocabulary. We will also grow our ideas about a topic as we look at text sets around one topic, comparing, contrasting, and connecting information across books.

Unit Outcomes (I-Can Statements):

- I can read with voice and meaning.
- I can be gritty when I solve for tricky words.
- I can think about how information is connected to help me learn about a topic.

Unit 3: Studying Characters And Their Stories

There are three parts to this unit. First, children will work hard to grow ideas about their characters by thinking about the work they do before reading, as they are reading, and after they read. In addition, students will practice the reading skills of retelling, and synthesizing information about their character in order to identify their characters' change. During the second part of this unit, children will practice strategies that will help them tackle unfamiliar vocabulary. In addition, they will also practice envisioning while reading to help them get to know their characters better. Finally, in the last part of this unit, children will identify the ways in which our characters change and grow. They will make connections between how the characters in books act to how the people in their own lives, or they, themselves behave when faced with trouble.

Unit Outcomes (I-Can Statements):

- I can read with voice and meaning.
- I can be gritty when I solve for tricky words.
- I can think about my character before, during and after I read to help me understand the story.

Unit 4: Bigger Books Mean Amping Up Reading Power

There are four parts to this unit. First, children will begin by working on improving their fluency by scooping words into phrases and noticing dialogue tags in order to make sure their voice sounds right. Next, children will work on understanding literary language by finding comparisons, invented words, figurative language, and special language used by the authors. In addition, children will work on meeting the challenges of harder books by working in same book partnerships, jotting their ideas on post-its, synthesizing their thoughts, and slowing down and rereading tricky parts. Finally, in the last part of the unit, children will work on tackling their reading goals by working in strategy clubs. They will self assess themselves and teach each other the strategy they have been working on throughout the unit.

Unit Outcomes (I-Can Statements):

- I can read with voice and meaning.

- I can be gritty when I figure out playful language.
- I can think about the how the book fits together to help me understand the story.

Unit 5: Series Book Clubs

In this unit, children will take on a series of their choice in a book club. Children will study the main characters in their series by thinking about how they feel and how they behave. Children will also get to know their characters by thinking about how their characters react to trouble and their relationships. Further along in the unit, children will study how author's use language and words to help paint a picture in the reader's mind as well as add meaning. Finally, students will develop ways to share their opinions about their characters and debate with one another in order to grow their ideas.

Unit Outcomes (I-Can Statements):

- I can grow ideas about my main character(s) across a series
- I can talk and think about the choices that the author makes to bring a character to life
- I can use my expertise to convince readers about my opinions

Unit 6: Reading Nonfiction Cover to Cover: Nonfiction Book Clubs

In this unit students will improve their nonfiction reading skills as well as practice listening and speaking about a nonfiction topic. They will move from simply "collecting facts" to a deeper understanding of main ideas and supporting information. Kids will be reading longer books and learn strategies to hold onto important information. Students will learn to take the information provided in one book and add it to information learned in another, and another, thinking and learning about a topic across many texts, not just one. They will learn to synthesize and summarize the information into main ideas, rather than retell lists of relatively unimportant details.

Unit Outcomes (I-Can Statements)

- I can put the parts of nonfiction books together to figure out what a book is mostly about. (thinking work)
- I can work hard to grow ideas based on information in my book. (thinking work)
- I can compare and contrast different texts on the same topic to learn more and grow bigger ideas. (thinking work)

Reading Curriculum Terminology

Shared Reading: During *Shared Reading*, the teacher uses an enlarged text to teach skills and strategies based around self-monitoring for meaning while reading, accumulating information, developing thoughts around "big ideas," and making connections to what students already know about the world and themselves. The text is enlarged so students can follow along in the learning process. Texts may include letters, short stories, poems, advertisements, newspaper articles, songs or non-fiction materials.

Read Aloud: During a *Read Aloud*, the teacher reads to the entire class, exposing students to books on and beyond their current reading level. This enables students to enjoy and appreciate the world of literature, while giving them a glimpse into their future reading lives. Through Read Alouds, they are exposed to cultural and social issues, prompting rich conversation and reflection about both the literature and important worldly topics. Reading aloud is typically done in a whole-class setting with time set aside for partnership discussion.

Guided Reading: During *Guided Reading*, the teacher works with a small group of students at the same reading level, providing support as they learn to use set of skills necessary to move on to the next level. This instruction incorporates strong teacher support as students become comfortable navigating more difficult texts. These supports include strong book introductions, vocabulary exposure, in-depth book discussions, and other tools to support students with new reading skills.

Strategy Group Instruction: During *Strategy Group Instruction*, the teacher works with a small group of students with the same needs. These students may not be on the same reading level, but they need the same work with specific readings skills and strategies. Here, students are taught strategies to practice in real time, within their own "just right" books, so the work is authentic. Discussions ensue about the usefulness of the strategy and how it can be incorporated into further learning. Often students set goals during this time for how they will practice this strategy in their future reading. Based on need, strategy groups are commonly held 2-3 times on the same strategy so it becomes a natural tool for the student to use while reading.

Independent Reading: *Independent Reading* is the time during Reading Workshop when students are reading books on their **appropriate reading level**. It is crucial students spend this time (in school and at home) in their 'just right' books because this is when they practice their skills and comprehension. Students are expected to build up stamina by reading for about 30 minutes at a sitting. Students create "Reading Plans" to set goals and keep them on task throughout the week. These Reading Plans are to be filled out at the end of each reading session (both in school and at home).

Reading Plans: Once a week, students "book shop" for new books at their "just right" level. At this time, students create their individual *Reading Plan*. The plan lists the student's reading goals for the week; how many books/pages they will be reading each day, both in school and at home. Creating reading goals for themselves helps to increase stamina, responsibility and accountability.

By the end of the week, each student is responsible for completing their reading as planned. If they are unable to finish their reading during the designated time, it is up to them to find the time to complete their goal. This process can be difficult in the beginning of the year and students may need parental support. But as the year progresses, students will become more independent and empowered readers through this process.

Word Study *Words Their Way:* This powerful program teaches students letter sounds with an emphasis on vowel sounds and patterns, diagraphs and blends, complex consonants and prefixes and suffixes.

Students are given a spelling inventory 3 times a year to assess their initial placement in the program and their progress throughout the year. Each week, students are given a new set of words. These words share a spelling pattern or rule (e.g. the long vowel sound 'e' can be 'ea' 'ee'). **Day 1**: Students read through their weekly words with their teacher and discuss the patterns they see. **Day 2:** The teacher reads an overhead projection of a story and students search for words that match that week's rules. Students then independently sort their words into categories. **Day 3:** Students sort their words and then go on word hunts throughout their reading and writing work. They find and/or fix words in their work with the same spelling patterns. **Day 4:** Students sort their words and challenge a friend to develop fluency in identifying sounds and spelling patterns simultaneously. **Day 5:** Students sort and glue their words into their *Word Study Notebooks.* Some teachers test students on their Word Work words while others will review them at a later time by returning to the section.

Word Study *Fundations:* This word study program is designed for students who need increased support in phonics. This intensive program focuses on mastering letter sounds, vowel patterns, diagraphs, blends, and decoding and encoding words. Students work in small groups and receive a new letter sound, blend or diagraph each day. Students get direct practice with these sounds and work on reading and writing them in their *Fundations Student Notebooks*. Students also work on their handwriting using the "worm, grass, plane and skyline" method.

WRITING CURRICULUM

The writing process is a major focus in second grade. Students continue working on the technical aspects of letter formation, punctuation and sentence structure throughout the year. But what is exciting is they truly become *writers* during this year.

Writing Assessments

Several assessments are used to track where second grade students are performing in writing. This helps the teacher determine how best to support a student's progress.

On-Demand Writing: At the beginning and end of certain units, students write an "On-Demand" piece of writing. They are given 45 minutes to complete a story in the genre of study. This gives teachers both a baseline and final assessment of student writing and learning. On-Demand pieces are evaluated using the *Teachers College Narrative Continuum and Non-Narrative Continuum*. This continuum of writing techniques is used to measure where students are performing, how students are progressing, and what teachers should focus on to push students to the next level.

Conferences: Teachers hold individual conferences with students as often as possible. Conferences are specific to each student and focus on their need of skills and strategies.

Spelling Inventory: The spelling inventory is a list of spelling words that test students' knowledge of spelling patterns. Administered in September, January and May, this assessment helps determine where a student starts, and continues working, during their Word Study time.

Units of Study in Writing *(subject to change)*

Unit 1	Narrative: Lessons from the Masters (Small Moments)
Unit 2	Informational Writing
Unit 3	Writing Gripping Fictional Stories
Unit 4	Poetry: Big Thoughts Small Packages
Unit 5	Writing About Reading
Unit 6	Lab Reports and Science Books

Year Long "I Can" Statements in Writing:
The students will be studying the following *I Can Statements* over the course of the year. The strategies children will learn that correlate with each I Can statement will change depending on the genre the students are studying. By having the same *I Can Statements* all year, the children are going to be able to see clear connections between each unit.

- I can write an organized and meaningful piece.
- I can write long and strong!
- I can make my writing READABLE.

Unit 1: Narrative: Lessons from the Masters

In this unit, children will choose meaningful moments in their lives to write about. They learn to stretch out the most important parts of their stories to bring out the meaning and let the reader know why this is an important moment in their lives. Children will study the craft moves made by published authors and try them in their own writing. They will learn to use these craft moves to bring out the significance of their story and elicit a certain feeling in the reader while they draft and revise.

Unit 2: Informational Writing

In this unit, students will become experts and teachers as they experiment with writing in the world of nonfiction! Writers will explore planning and organizing lots of little nonfiction books. Our 2nd grade experts will learn that they can take anything they know a lot about—soccer, a candy shop, ladybugs, etc.—and write in ways that teach their readers about the topic. This unit helps second graders feel the confidence that comes with being an expert and taps into their eagerness to show and tell by channeling them to write with details and with nonfiction craft moves.

Unit 3: Writing Gripping Fictional Stories

In this unit, children will write gripping fictional stories. There are three parts of this unit. In the first part, students will write several focused stories. They will focus on storytelling focused small moment scenes rather than summarizing, on using detail to build tension, and on stretching out the most gripping parts. In the second part, children will revise the stories they wrote to bring out greater meaning and tension. Students will learn how to stretch out the "heart" of the story, to complicate the problem, and to build tension. In the third part of this unit, children will focus on making their stories even better. Children will self-assess, setting goals for themselves based on the narrative checklists, charts in the room, and on what they see in their writing.

Unit 4: Poetry: Big Thoughts in Small Packages

In this unit, children will begin by immersing themselves in poetry. There are three parts to this this unit. In the first part, children will focus on seeing with poets' eyes, listening for line breaks, and generating ideas around people and places and asking themselves, "what conveys a strong feeling?" In the second part, children will delve deeper and experiment with language and sound to create meaning in their poetry. They will learn different craft moves such as repetition, description, and how to use comparisons in order to show their strong feeling. They will think about their word choice and how this conveys the message of their poetry. In the third part of this unit, children will focus on trying different structures, revising, and editing their poems. They will try out story poems, list poems, and back and forth poems. Children will learn how to convey their message through different structures.

Unit 5: Writing about Reading

In this unit, children will draft letters about the characters they have met in their books, formulating opinions and supporting their ideas, providing reasons and using details and examples from the text to support their claims. Children will uncover their opinions about more than just the characters they are getting to know; children will also write about their favorite scenes, illustrations across the text, and lessons learned. In the beginning of this unit, children will learn to state opinions clearly, retell their stories, and revise their letters before sending them out to the world. In the middle of the unit, children will focus on raising the level of their letter writing by pushing themselves to deepen their thinking and elaborate on their opinion pieces. In the end of the unit, children will take on an essay format as they write to persuade others that their favorite books are worth awards.

Unit 6: Lab Reports

In this unit, children will pursue topics of their own choosing. The instruction will focus on writing well, and not on the science content. Children will begin by asking and recording a question, then designing, and finally conducting multiple trials of a simple experiment. Children jot and sketch as they go, getting a four-page lab report booklet started with their hypothesis on one page, their procedures on another, their results on a third, and their conclusions on a fourth. In the middle of the unit, children begin to internalize the scientific procedures and writing processes so they can teach others. At the end of the unit, children will be able to independently design and conduct an experiment, recording their processes on the lab reports. They will learn to use domain specific vocabulary and will learn about ways to elaborate and revise previously written lab reports from the beginning of the unit.

Finally, the unit ends with children writing information books that teach readers all about the topic that the writer knows well. These topics will relate to the science area of force and motion.

Writing Curriculum Terminology

Writing Workshop: *Writing Workshop* starts with a mini-lesson from the teacher. During this period, the teacher will instruct the whole class on a writing technique that is not just appropriate to that unit of study, but to their life as a writer. Students will have the opportunity to engage this skill while still in the whole group, allowing them to try it out before working independently.

Independent Writing*: Independent Writing* is when students work on their own writing. Students work within specific genres, but each student generates his or her own ideas. They are taught to brainstorm ideas, test a few them (i.e. determine if there is enough information to write a story), draft a story, revise and edit that story, and publish their writing into a final piece. Focusing on this process teaches students to plan, organize and maintain focus on one idea.

Shared Writing: During *Shared Writing*, the teacher and students create a writing piece together. The students generate the ideas and sentences, while the teacher does the physical writing. This is a time for students to practice writing skills as a class with strong teacher support. *Shared Writing* emphasizes both skills recently learned and those that should already be used consistently. The resulting writing can be referenced as an example during their independent writing time.

Interactive Writing: During *Interactive Writing*, the students hold the pen and do the writing. If teacher support is needed during the letter formation process, a hand-over-hand method is used. Often, the ideas and sentences are teacher generated. However, depending on the level of the students and the topic at hand, these ideas and sentences can be jointly created.

MATHEMATICS CURRICULUM

The PS11 math curriculum is designed around the Common Core Math Standards and is taught through a constructivist philosophy intended to develop critical thinkers and problem solvers through a deep understanding of mathematics.

Our curriculum integrates many programs and is designed to:

- Support students to **MAKE SENSE OF MATHEMATICS** and become mathematical thinkers
- Focus on **COMPUTATIONAL FLUENCY** with whole numbers
- Provide substantive work in areas of rational numbers, geometry, measurement, data and early algebra **AND MAKE THE CONNECTIONS AMONG THEM**
- Emphasize **REASONING** about mathematical ideas, **CONSTRUCTING** arguments, and **CRITIQUING** the thinking of others
- Using appropriate **TOOLS** and **MODELING** with mathematics

Our curricular resources are compiled from many different, research-based math programs to ensure that we are addressing all the common core standards and the diversity of student learning in the richest way possible. We draw our resources from TERC Investigations, Houghton Mifflin's Math in Focus, Singapore Math and Contexts from Learning. We also reference units of study written by New York and Georgia. The *Common Core State Standards* can be found online at http://www.corestandards.org/the-standards

Small Group Instruction

Teachers work with small groups of students based on their needs as mathematicians. Instruction may be focused on revisiting concepts or strategies, reviewing the day's lesson, or an extension of the current unit's work.

Math Journal Tasks

Journal tasks provide students with opportunity to organize, clarify and reflect on their thinking while also developing key mathematical skills, concepts and understandings through problem solving.

They also address the 8 Common Core State Standards For Mathematical Practice.

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Mathematics Assessments

Several comprehensive assessments are used to track Students' math performance. These assessments allow the teacher to determine how to best support a student's progress.

Pre- and post-assessments: Students are given an assessment at the beginning and end of each unit. These assessments test students' understanding of unit benchmarks. The purpose is to gauge prior knowledge and mastery. Based on this assessment a teacher is able to adjust the curriculum, plan for small groups and individual instructional time in order to provide support and/or enrichment. Students are not expected to know what they are being tested on at the beginning of a unit; so if no skills are mastered, don't worry! At the end of the unit, the assessment is administered again. Based on the assessment, teachers will continue to work with small groups of students on areas that need continued support.

Curriculum-Based Assessments: In an effort to continuously assess each student, quick interim assessments and/or exit tickets are given throughout the unit to test students' mastery.

Fact Fluency Assessment: Four times a year, students are given timed addition/subtraction and multiplication/division sheets with 4 problems per specific fluency skill set. This is a way to gauge a student's mental mastery of one- and two- digit addition and subtraction facts. Benchmarks and at-home strategies are provided in student's portfolios during the first parent-teacher conference.

Units of Study in Mathematics *(subject to change)*

Unit 1: Extending Knowledge of Place Value through 1000

In this unit, we will understand the value placed on the digits within a three-digit number. In addition, we will recognize that a hundred is created from ten groups of ten. We will use skip counting strategies to skip count by 5s, 10s, and 100s within 1,000. Furthermore, we will also represent numbers to 1,000 by using numerals, number names, and expanded form. Lastly, we will compare two-digit numbers using >, <, and =.

Unit Outcomes:

- I can understand place value to the ones, tens and hundreds place.
- I can see how a hundred is created from ten groups of ten.
- I can use strategies to skip count by 5's, 10's, and 100's to 1,000.
- I can read and write numbers to 1,000 using a base-ten sketch, written form, and expanded form.
- I can compare two-digit numbers using the greater than, less than, and equal to symbols.

Unit 2: Becoming Fluent with Addition and Subtraction

During this unit mathematicians will cultivate an understanding of how addition and subtraction affect amounts, and the relationship between both operations. We will explore multiple meanings for addition (combine, join, and count on) and subtraction (take away, remove, count back, and compare). In addition, we will continue to develop an understanding of solving problems with money $$$. Mathematicians will work on employing mental math strategies learned in Number Talks to assist them in solving addition and subtraction problems, students will also be applying their strategies to solve one and two-step story problems and using different models and equations to show their work.

Math Strategy Focus:

- Expanded Form
- Keep One, Break One
- Partial Sums (addition)

Unit Outcomes:

- I can fluently add within 100 using place value using more than one strategy.
- I can fluently subtract within 100 using place value using more than one strategy.
- I can read and interpret story problems: **Adding to**
- I can read and interpret story problems: **Taking From**
- I can read and interpret story problems: **Putting Together/Taking apart**
- I can read and interpret story problems: **Comparing**
- I can solve word problems involving money
- I can understand the relationship between addition and subtraction.

Unit 3: Applying Base 10 Understanding

In this unit, we will continue working on their computation skills in addition and subtraction of double and triple digit numbers with the following models: expanded form, open number line, keep one/break one, and partial sums (addition). In addition to working on flexibility in solving addition and subtraction problems, we will also be applying their strategies to solve one and two-step story problems and using different models and equations to show their work. We will continue to develop their understanding of, and facility with, money. During this unit, we will also count with pennies, nickels, dimes, and dollar bills and represent a money amount with words or digits and symbols (either cent or dollar signs).

Unit Outcomes:

- I can mentally add and subtract 10 or 100 to any number
- I can add up to four two digit numbers
- I can add within 1,000 using place value
- I can subtract within 1,000 using place value
- I can understand the relationship between addition and subtraction
- I can understand and solve addition and subtraction story problems
- I can understand and solve word problems that have more than one
- I can explain how I know my answer makes sense
- I can solve word problems about money

Unit 4: Measurement and Data

In this unit, we will work with the following customary units for measuring length: centimeters, inch, foot, yard. We will recognize the need for standard units of measurement and use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. We will compare the relationship of one unit of measurement to another, within the same system. We will also understand the importance and usefulness of making reasonable estimations. In addition, students will also determine the appropriate tool for measuring length; inch ruler and yardstick, centimeter ruler, and meter stick. Also, we will connect the whole-number units on rulers, yardsticks, meter sticks and measuring tapes to number lines showing whole-number units starting with 0. During this unit we will also tell time to the nearest five minutes and understand the relationship between hours and days. Lastly, we will use picture graphs and bar graphs to represent data in four categories. Mathematicians will solve simple put together, take apart, and compare problems using information presented in a bar graph.

Unit Outcomes:

- I can estimate lengths using units of inches, feet, centimeters, and meters.
- I can measure the difference between two objects using standard units
- I can understand the relationship between the size of the unit, and the measurement.
- I can measure the length of an object by choosing and using an efficient tool (ruler, yardstick, meter stick, or measuring tape)
- I can use + and - within 100 to solve word problems e.g., by sketching equations with a symbol for the unknown number to represent the problem.
- I can use a number line to help me understand lengths and measurement problems.
- I can draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

Unit 5: Geometry and Fractions

In this unit, we will further develop their understanding of basic geometric figures. We will identify and describe plane figures and solid figures based on geometric properties and expand our ability to see geometry in the real world.

During this unit we will also explore fractions by partitioning shapes into equal shares. We will learn to represent halves, thirds, and fourths using rectangles and circles to create fraction models. In addition, we will compare fractions created through partitioning same-sized rectangular or circular wholes in different ways.

Unit Outcomes:

- Recognize and draw shapes using specified attributes such as number of angles or number of equal faces (identify: triangle, quadrilateral, pentagon, hexagon, and cube).
- Divide a rectangle into rows and columns of same size squares and count to find the total number of squares.
- Divide rectangles into two, three, or four equal shares and describe the equal parts of a shape using words.
- Divide circles into two, three, or four equal shares and describe the equal parts of a shape using words.
- Describe a whole as two halves, three thirds or four fourths.
- Tell time from analog and digital clocks to the nearest five minutes, using a.m. and p.m
- Recognize that equal parts of identical wholes do not need to have the same shape.

Unit 6: Developing Multiplication

In this unit, we will understand and model multiplication as repeated addition and as rectangular arrays. We will also determine if a number is odd or even within twenty.

Unit Outcomes:

- I can determine whether a group of objects has an even or odd number.
- I can use repeated addition to find a total amount of objects arranged in an array.
- I can understand the relationship between repeated addition and skip counting.
- Challenge* I can create multiple arrays to represent a number.

SOCIAL STUDIES

Students will engage in an in-depth study of geography, urban, suburban, and rural communities, and New York City's past and present. Through field trips, research, and hands-on projects, students study how New York City has changed and developed over time, and the influences that prompted such change.

Student will also participate in research projects, giving students the opportunity to show what they have learned through a variety of presentation options. (e.g. dioramas, travel brochures, plays, digital presentations, etc.)

Here is an overview of the subject of study:

New York City, Past and Present

Students will ask **essential questions**:

- How and why did New York City change over time?
- How does geography influence where people choose to live and why?

Students will gain **basic understanding**:

- People's basic needs stay the same but their ways of satisfying these needs change over time.
- People organize into communities to help them survive.
- People need rules and laws to maintain order in their community.
- Geography and industry influence the development of a community.
- Maps help people to understand the geographic features of a community

Students will learn **relevant information**:

- The Lenape Indians were natives to the area before explorers arrived in the early 1600's.
- New Amsterdam existed from 1624-1664.
- European immigration throughout the 17th– 19th centuries contributed to the immense changes in New York City's population, landscape, industry and public transportation system.
- New York City is made up of 5 boroughs.
- New York City contains numerous geographical features.

- Location within New York City can be described using cardinal directions (north, south, east, west).
- New York City's features include skyscrapers, apartment buildings, factories, offices, schools, parks, etc.
- Transportation in New York City allows people to travel in a variety of ways.
- New York City consists of many cultural neighborhoods, reflecting the city's diversity.
- New York City is identified by its landmarks and industries.

SCIENCE

Students will engage in investigations around the following science topics over the course of the year: plants, earth materials, and balance and motion.

Students will research plant life by starting plants in different ways. They get hands-on experience in the classroom and on field trips, as well as in the PS11 community garden.

During our study of Earth Materials, students will investigate different properties of rocks. We will also decompose soil and investigate its components.

Through the examination of simple machines such as the lever, pulley and gear, students understand how force moves objects. This unit correlates with a scientific writing unit, giving students the opportunity to be researchers and writers simultaneously.

SPEAKING AND LISTENING

Classroom participation is a major factor in student learning, and just as with every aspect of their academic development, there are expectations for speaking and listening. Students learn to gather information, clarify their thinking, question new ideas, contribute their thoughts and opinions, and respond to others.

All second grade students will:

- Practice active listening
- Use precise language
- Take turns speaking
- Ask relevant questions for more information or clarity
- Share information, thoughts and opinions
- Support their ideas with personal experiences or literary text

SPECIALTY CLASSES

Students participate in a different specialty class each day of the week. "Specials" are taught year-round by certified staff members.

Music: Second graders continue in *Piano Book I* or start *Piano Book II*, depending on where their class left off the previous year. They are introduced to playing hands together and moving out of the Middle C range, and further explore dynamics in music. Vocally, students sing rounds and partner songs. The Second graders create a Spring Show — a big part of their Music/Theater curriculum.

Theatre: Second graders will participate in the spring show at PS11. They will create characters and write short plays using photographs as inspiration. They will also explore and hold different theater roles: actor, director, etc.

Gym: At the beginning of the year, students engage in various athletic activities outside and in the gym. They learn the rules of gym, sportsmanship and how to be responsible in a physical environment. At the beginning of November, students begin aquatics in the PS11 indoor swimming pool. They will receive group-differentiated instruction, focusing on understanding the concept of buoyancy and how it helps them float and learn how to swim. Higher-level swimmers will improve their technique on specific strokes.

Art: The Art curriculum immerses students in a variety of artistic styles and techniques, including drawing, painting, oils, ceramics, mosaics and collage. Students learn the importance of expressing themselves through various forms of art.

Computer: Second graders have Computer instruction for half of the year, Dance instruction for the other half. They will continue their use of technology to augment both their literacy and social studies classroom work, will be introduced to various word processors and multi-media presentation tools, and learn how to research using the Internet.

Dance: Second graders create their own *Brain Dance Warm-Up*, explore partnering relationships in dance, improvising and practicing with mirroring, shadowing, echoing, and the “dance conversation.” They’ll make unique partner shapes and create mini-duets.

OUTSIDE PARTNERSHIPS

CookShop: Twice a month through our nutritional education program *CookShop*, students learn how fruits, vegetables, legumes and whole grains grow, what goes into a nutritious diet and how to transform whole foods such as carrots, wheat, apples and lettuce into simple, tasty, affordable meals and snacks.

Juilliard: Advanced students from the Juilliard School of Performing Arts come to the school to teach students about composition and music appreciation. They collaborate with classroom teachers to develop lessons around rhythm, mood and song creation. Once

students understand how to put notes together to create a free flowing song, each class has the opportunity to write their own song using the instructor's instrument. The program culminates in a concert featuring the students' work.

Pascal Rioult Dance Company: Members of the *Pascal Rioult Dance Company* introduce students to the discipline of modern dance and enrich their study of core curriculum. This arts-in-education program teaches students how to create and perform a dance based on a theme. Students dance twice a week for a 5-week period, culminating in a second grade dance performance.

Chess-in-the-Schools: Chess-in-the-Schools is a nonprofit educational organization dedicated to improving academic performance and building self-esteem among school children through chess. A visiting chess teacher comes to classrooms once a week, teaching students the rules and strategies of the game. Students then play against an opponent to practice their newly learned skills. Students are taught to be analytic thinkers, motivated learners, critical problem solvers, to think before they move, to take pride in their accomplishments and to be graceful winners AND losers.

FIELD TRIPS AND SPECIAL ACTIVITIES

Second Grade Play: Each year, second grade students put on an original musical theater performance. Every student has singing and/or speaking roles in this creative, energetic collaboration.

Field Day: Each June all first, second, third, fourth and fifth grade students participate in a full day of field day activities. Students are divided into cross grade and cross-classroom teams. Field day takes place outside in the big yard and on 21st street.

Enrichment Cycle: Second graders participate in a 10-week enrichment cycle, during which they participate in an activity of their choice along with a mixed group of K-2 students for one period a week. Enrichment activities change each year with our teachers' interests. Mosaic Murals, Puppets Around the World, Swimming, Origami, Merengue, Calendar Making, Jewelry Making, Cheerleading and Mask Making are just a few of the options offered in the past.

Field Trips: A series of field trips tie into the students' curricula. For Social Studies, students travel throughout New York City to gain insight into its past and present. For Science, students get hands-on experience with botanicals and plant life. **Previous second grade field trips have included:**

> **Transit Museum:** The premier museum of New York City transit history is housed in an old subway station in downtown Brooklyn and features 19 restored subway cars and other exhibits. Students learn how transportation has evolved in, and shaped, New York City.

Highline: Our partnership with the Highline allows kids an opportunity to explore the changes that took place from the Native Lenape tribe up until present day. The kids will do hands-on explorations in design, ecology, and history. Students take guided observation walks, engage in inquiry based artifact investigations, and examine primary source documents as they time travel into the past and consider plans for the future of our city.

Tenement Museum: This unique museum focuses on America's urban immigrant history, It is housed in an actual tenement building built in 1863 on Manhattan's Lower East Sid, allowing students to experience what life was like for working class immigrants at that time.

Brooklyn Bridge: Students walk across the Brooklyn Bridge, one of the oldest suspension bridges in the United States. They learn about this and other bridges in New York City, why they were created, how they were built and the impact they had on New York City's urban development.

Museum of the City of New York: This museum embraces the past, present, and future of New York and celebrates its cultural diversity. Students will learn about the geographic history of New York City, its urban development, and view a progressive model of homes from the early 18th century.

Penn Station/Grand Central: This trip exposes students to two major transportation hubs for commuters in New York City. Students learn the history of each station and discuss how their creation changed transportation and industry in the City.

Brooklyn Botanical Gardens: *A* trip to this beautiful oasis of trees, flowers, and pastoral scenes gives students the opportunity to escape the urban environment and explore various forms of plant life. Supporting their Science unit, they will question and discuss how, when, where and why plants grow.

Circle Line Boat Cruise: Students get a unique view of the world's most famous skyline from the water, seeing their home from a different perspective. During this trip, students focus on the architecture and aesthetics of the different boroughs and neighborhoods of Manhattan. As they pass the bridges, the Statue of Liberty and other famous landmarks, they truly understand that Manhattan is an island.

Chelsea Waterside Park: This trip is to celebrate all the hard work the students have done throughout the year. All second grade classes spend the day together.

SCHOOL COMMUNITY

GRIT: We believe in respecting ourselves and others as we take risks, reflect on our learning process, celebrate our triumphs and struggles and persevere to reach our goals.

After a year of research and collaboration between faculty and families we are excited to continue to improve practices that will inspire and promote grit in every student. This is a work in progress but through this joint effort we decided the following principles are the first examples of what you will be seeing in the classroom.

Our GRITTY school will <u>LOOK</u> like:

- Gritty language will be on charts.
- Evidence of student reflections about work will be evident.
- Students will be solving their own academic and social emotional issues (with support from adults).
- Families will learn how to use language to support student independence.
- Teachers will present at monthly PTA meetings to talk about the "work."

Our GRITTY school will <u>SOUND</u> like:

Students will say things like:

- I had a hard time with…
- Next time I will try…
- I tried...but…
- I can use (Strategy) to help me with…
- When I am confident…
- I can offer help with…
- After struggling with...I learned…
- I am proud of the way I…
- Let me show you how I…
- I felt frustrated, but then I…

Adults will say things like:

- Can you show me where it got hard?
- Let me show you how I worked through…
- I struggled with…
- Next time I might…
- You worked so hard at…
- What's your plan?
- How can you solve this using the tools that you have?
- What would you do differently next time?

Our GRITTY school will <u>FEEL</u> like:

- Students are celebrated for their resiliency when solving academic, social and emotional problems.
- Process will be celebrated as equally as product.
- We will learn from our efforts.
- We will all work hard and solve issues without giving up.
- We will all understand that even though we may try our best, the outcome may not be what we desired. We will be resilient in our disappointment and try again!

Kind & Gentle: The PS11 community revolves around a philosophy called "Kind & Gentle". More than just words, "K&G" means all the actions and language of "doing unto others what you would have them do unto you." Throughout the school, there are clear expectations for students to behave in a kind and gentle way towards others within our community and beyond. Students are encouraged to maintain this attitude towards others throughout their years at PS11. Some examples of ways teachers foster K&G in the classroom include: using kind words, complimenting one another, and picking a secret K&G and being extra kind to that person all day or all week.

Family Friday: One Friday morning each month is designated as "Family Friday". All families are invited to come into the classroom and take part in activities that reflect an element of the school day. This is a great opportunity for families to see all the amazing work that is going on in the classroom. Activities in the past have featured reading workshop, art projects, Family CookShop, publishing celebrations and poetry centers.

PS11 Garden: Students will have the opportunity to work and learn in our amazing vegetable and flower gardens all year. Throughout the year, food from our garden will be harvested and served in our lunchroom.

SLT and PTA Events: Throughout the year, PS11's School Leadership Team (SLT) and PTA sponsor community-building events, as well as family workshops that support parents as partners in their children's education. You will find information about these events on the PS11 website, in the monthly Classroom Newsletter, and in flyers coming home in your child's home folder.

COMMUNITY SERVICE AND CITIZENSHIP

We believe very strongly in community service at PS11. Throughout the year students will be engaged in activities that will benefit our local, national and global communities.