

Mrs. Tobisman's
Back - to- School
Night



Second Grade
2018 - 2019

Email: mrstobisman@gmail.com
Website: mrstobisman.weebly.com



Dear Parents of Room 11,

Hello and welcome to the second grade. I am looking forward to a fun-filled learning experience and hope you and your child are as well.

Please allow me to share a little about myself with you. I graduated from Indiana University - Bloomington with a Bachelor's Degree in Elementary Education. I then attended Cal State University - Northridge where I received my Master's Degree in Educational Leadership and Policy Studies along with an Administrative Credential. This is my sixteenth year with LAUSD and I have spent the majority of my time teaching first and second grade. I have many interests and hobbies that I enjoy. Some of these are working out and movie watching. I also love spending time with my husband, my son Ethan, my daughter Jessica, and our two dogs.

I believe that children need a comfortable place to learn where they can freely express their ideas and feelings. Thus, while in the classroom I can create a welcoming and safe environment for my students. Along with that, I believe all children can learn and succeed. With the right support and tools, I plan to help my students not only master this year's content but be prepared for the next year as well. In order for this to happen, I encourage you to be as involved as you would like to be this year. I believe if we work together it will help your child to strive for success and reach his/her highest ability. You can expect open communication and understanding from me. I will also be willing to assist you and your child with education concerns or conflict you may have.

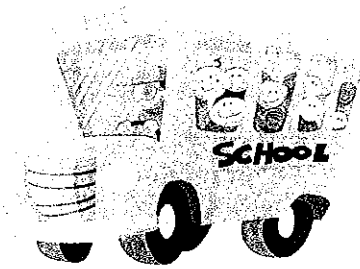
I can be contacted in several ways throughout the year. I check my email frequently throughout the day and night and can be reached at mrstobisman@gmail.com. If you would like to contact me by phone, you can call the school at 310-455-3711, leave a message, and as soon as I get a chance I will return your call. Also, if you would like to schedule a meeting we can plan a conference for either before or after school.

Again, I am very excited and am looking forward to a great school year.

Sincerely,

Julie Tobisman

Julie Tobisman



Classroom Policies and Procedures

Snacks- Morning recess is at 10:00a.m. Many children enjoy having a snack at this time and I encourage you to send a healthy one as an energy booster.

Homework- Homework is used primarily to encourage independence, responsibility, and to reinforce skills previously taught in class. It is the child's job to **complete the work, transport it, and turn it in.** In the beginning of each reading unit, I will give an activity sheet with categories for Language Arts, Math, Table Talk, Outings, and Hobbies/Creativity. Students must choose **AT LEAST ONE** activity from the top categories (Language Arts, Math, and Table Talk) and can pick one of the activities from either of the categories of Outings and Hobbies/Creativity. Any work projects that correlate with the homework activity chosen must either be brought in or photographed and turned in. There is a reflection sheet on the back of the activity sheet that **MUST** be completed and returned on the day homework is to be turned in. If you and your child chose to complete the Language Arts or Math worksheets, I will check those weekly so that I can provide feedback to those students. I will be discussing the homework more in depth at Back to School Night.

Birthdays- Topanga Elementary has started a new tradition called "Birthday Book". Instead of sending an edible birthday treat, please let your child "treat" his/her class to a Birthday Book for their class library. The birthday child may bring a book, giftwrapped if you choose, that he/she may give their class. They will read the book on your child's birthday and he/she can share why he/she chose that book. Please note that you are not obligated to do this, but we think the concept of sharing on your birthday (being a giver rather than a receiver) is an important one. It is amazing how much the students love sharing books in the classroom. The students feel so proud when they can bring their special book share.

(turn over)

Positive Discipline- I use two reward systems in the classroom:

Read to Learn Clip Chart (individual) - There are 7 levels. Everyone starts the day on "I am ready to learn" The students can get their clips moved up or down by me throughout the day based on behavior, staying on task, following directions, etc. If a student finishes the day on one of the levels below ready to learn, then they will receive a Behavior Alert note home. This will need to be signed by the student and parent and returned the next day. If not signed and returned the next day, then the student will lose 2 minutes of their recess until it is returned with a signature. However, if a student finishes the day on one of the levels above ready to learn, then they will receive tickets. On Fridays, I will randomly pick 5 tickets from the bucket of tickets and those names picked will be able to pick a prize from the prize box. All students start fresh everyday on "I am ready to learn".

Super Improver Wall (individual) - This is part of the philosophy of Whole Brain Teaching. There are 10 levels. When a student improves on a reading or math score or in area including behavior, the student will receive a star. After receiving 10 starts they will advance to the next level. When a level is complete they will be able to take their sheet with the stars home along with picking a prize from the prize box. This is strictly a competition against oneself to encourage motivation to improve in all areas.

Teacher vs. Class (whole class) - This is also part of Whole Brain Teaching. There are 5 rules to follow in the class. Your student will be teaching them to you. When the class follows the rules or does something well and in a timely manner they will earn a point (Oh, Yeah!). If the rules are broken the teacher earns a point (Mighty Groan!). The class as a whole is working for something small but special i.e. extra recess time, 5 min dance party, etc. At the end of the day if the class wins with points they will receive an apple on the tree along with minutes towards what their reward will be. However, if the teacher wins, no apple is earned that day and no minutes are banked for Friday Fun.

Apple Tree (whole class) - I also have a tree that apples can stick to. When the tree is filled with all the apples the class wins a reward. They can earn apples for various things i.e. behaving during an assembly, a fire drill, an earthquake drill, a substitute teacher, etc. along with winning teacher vs class.

Star of the Week - Each week I will randomly select a student to be a Star of the Week. This gives them an opportunity to share important people and events in their lives. You may use the poster form provided or you can make one of your own, to mount some photographs onto. The poster should be sent to class on Monday to be displayed on our special wall. On Friday of that week they may bring in a special item to share with the class, i.e., a trophy, a favorite toy, something they collect, etc.

Time at home- Please take time at home to work with your child on his/her reading and math skills. It is important to practice reading with your child to improve his/her fluency.

Expectations of Each Child - The children need to follow the classroom rules that we, as a class, agreed upon. They are expected to always do their best and complete their work in a timely way. Incomplete assignments may have to be completed at recess or sent home as part of their homework.

If you have any questions or concerns about your child's progress at school (academic or social) please feel free to write me a note, email me at mrsobisman@gmail.com, or contact me through the school office (310) 455-3711. I will make every effort to get back to you the same day.

(turn over)

School Policies:

Absences - If your child misses a day of school, upon the day of his/her return, please send a note explaining the absence. A phone call to the office on the day of the absence is also greatly appreciated.

Tardiness - Please bring your child to school on time and be lined up on the blacktop at the first bell at 7:55 a.m. The school day begins at 8:00 a. m. and instruction begins at that time. Late students must go directly to the office. Please do not knock on the classroom door!

Medical Appointments - Medical appointments should be made after school hours; however we know that it is not ALWAYS possible. Please sign your child out in the office and fill out a blue form, the office will call for your child to come down.

Administering Medicine - Medicines can only be administered by our office staff with a note of explicit instructions from your pediatrician. Medicines include cough drops.

Allergies - If your child is allergic to any foods or medications, please send a note describing the situation

Reinventing Homework – August/September

Please read nightly for at least 20 mins and practice your addition and subtraction facts. Choose and complete a minimum of one activity from each of the top three categories and at least one activity from either of the bottom two categories. It is strongly suggested that you complete more than one activity for each of the top categories. This sheet along with the completed reflection on the back is due by Friday, September 21st. *Highlight and date* each activity you complete. You will share your reflection regarding one of the activities you completed to the class on September 21st

<p>Language Arts:</p> <ul style="list-style-type: none"> ➤ Shared reading with a family member ➤ Lexia website for a minimum of 30mins ➤ Work on comprehension packet ➤ Create a poster or diorama based on a book you read ➤ Interview family members to gather information about an ancestor who dealt with a challenge and overcame it. Using the information gathered, write a story about the challenge and how he/she overcame or dealt with it. Use description details that help the audience picture and understand what happened. ➤ Research one form of pollution (air, water, or soil) and potential solutions. Create a superhero with the ability to solve all the problems related to one form of pollution. Make a poster showing this superhero in their costume and a symbol that reflects the superhero's ability to fight pollution. Explain on the poster his/her's special powers or abilities to solve the pollution problem. 	<p>Math:</p> <ul style="list-style-type: none"> ➤ Play math related games with your family (see website for ideas) ➤ Work on math HW packet ➤ Create your own math game (dice, cards, board game...) ➤ Addition and subtraction of food on your plate during dinner record what you added and subtracted on paper to bring to class. ➤ Count and record the steps it takes you to get to different locations in your house from the front door and make different number sentences for them. ➤ Write word/story problems for the class to solve using at least 3 numbers in either addition or subtraction (ex: $2+3+6$) 	<p>Table Talk:</p> <ul style="list-style-type: none"> ➤ Tell your family about the author's purpose of the story we are reading and some key facts that support the main idea. ➤ Listen to different genres of music and discuss the differences and similarities and which you enjoyed. ➤ Discuss with your family one goal you hope to accomplish this school year and how you can do so. ➤ Talk about with your family what you think you will be doing at the ages of 16, 19, 26, 35, 55, 65, 75
<p>Name:</p> <p>Parent Signature:</p> <p>Due: Friday, September 21st</p>	<p>Outings:</p> <ul style="list-style-type: none"> ➤ Visit your local library and check out a book of interest that you have never read before. ➤ Go apple or berry picking. ➤ Bring a treat to a government worker as a thank you for their hard work. (Firefighters, teachers, postal workers, librarians, police officers, park rangers, etc.) 	<p>Hobbies and Creativity:</p> <ul style="list-style-type: none"> ➤ Think and try a way you can make the community cleaner. ➤ In honor of Jonny Appleseed bake an apple treat and practice measuring. ➤ Use a large paper doll to decorate and tell about yourself. ➤ Draw a map to your friend's house.

End of the Month Reflection

- Name the activity you completed and are choosing to share with your classmates.

- Explain why you chose this activity and what you learned from it.

- Give one or more examples of ways you can use what you learned to possibly help others, teach others, or give back to society.

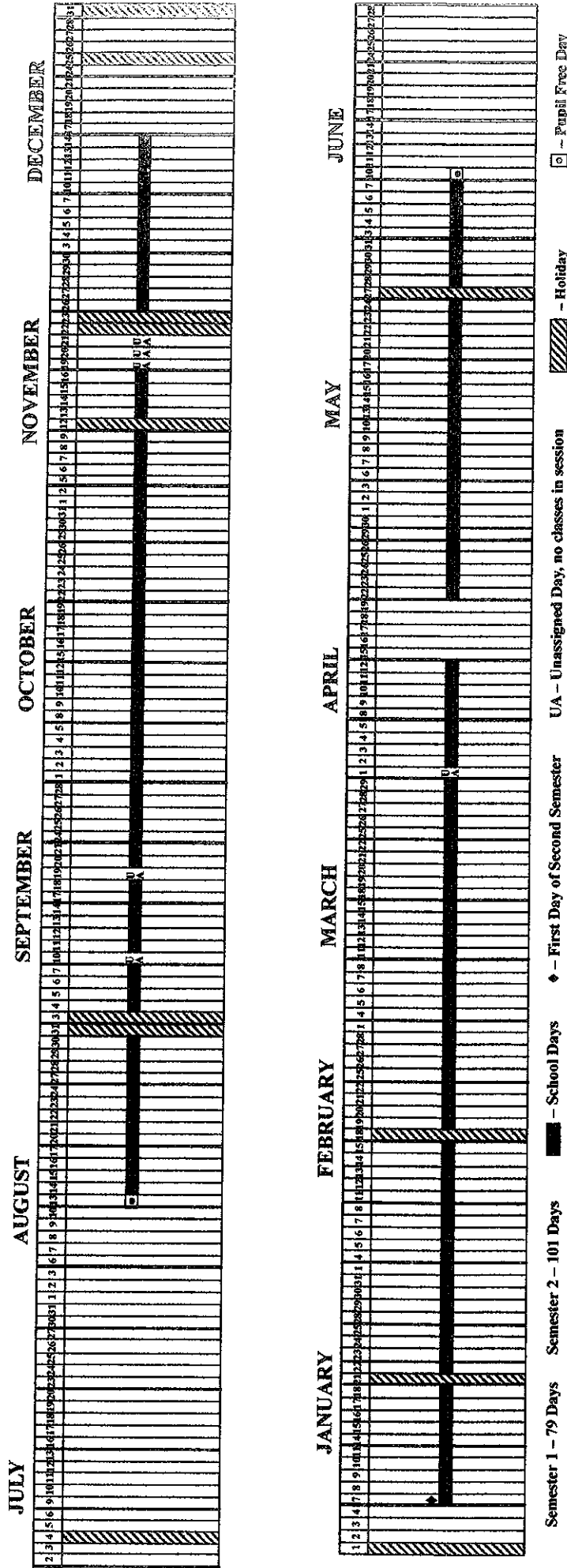
- Would you recommend this learning activity to your classmates? If so, why?



LOS ANGELES UNIFIED SCHOOL DISTRICT

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2018-2019

☐ Pupil Free Days
 Monday, August 13, 2018
 Monday, June 10, 2019
 * If a school selects Monday,
 January 7, 2019, as a Pupil
 Free Day, then Monday,
 June 10, 2019, becomes an
 Instructional Day



IMPORTANT DATES:

07-04-2018	Independence Day	11-22 & 11-23-2018	Thanksgiving Holiday	04-01-2019	Cesar E. Chavez Birthday Observed
08-14-2018	First Day of Instruction	12-17-2018 thru 01-04-2019	Winter Recess	04-15 thru 04-19-2019	Spring Recess
08-31-2018	Admission Day	◆ 01-07-2019	Second Semester Begins	05-27-2019	Memorial Day
09-03-2018	Labor Day	01-21-2019	Dr. Martin L. King, Jr.'s Birthday	* 06-07-2019	Last Day of Instruction
11-12-2018	Veterans Day Observed	02-18-2019	Presidents' Day		

3 KEY IDEAS FOR PARENTS about the Common [CORE]

Thinking Deeply

The Common Core emphasizes critical thinking. It requires students to analyze more, discuss more, evaluate more, justify more and explain their thinking & understanding deeply, especially in writing. *Take-Away: Really thinking deeply is hard. Let it BE hard, help them talk it out.*

Integrating Learning

The Common Core emphasizes learning across disciplines (reading with math & social studies standards combined into one task). Students spend more time working together with different settings, structures & tools. *Take-Away: Problems & solutions happen everyday in the real world.*

Showing How They Know

The Common Core emphasizes proof & evidence. Long gone are the days of worksheets, fact memorizations and skill & drill. Students are not taught this way and they are not assessed this way. *Take-away: The new tests will require students to explain how they know.*

Supporting The Common Core at Home

- 1 Ask "why" when children tell you they want something or want to do or not do something. 2 Use the word "because" after "No" or "Not tonight..." 3 Give reasons—you to them and them to you.
- 4 Encourage questions & explore answers (especially questions whose answers are not yes or no.)
- 5 Explain & discuss issues or problems in your house, neighborhood, & community. Brainstorm solutions. 6
- 7 Compare how things are alike and different—videos, movies, food. 8 Look for patterns 9 Describe & categorize stuff. 10 Tell your children what you value & why. 11 Encourage & celebrate opinions.



A Brief Overview of Second Grade Reading and Writing Skills

Reading

Decoding strategies:

sounding out words phonetically
comparing similar words
breaking words into smaller words
looking for word parts/affixes

Strategies for reading:

browsing
self-correcting
predicting and confirming
visualizing

Story

Beginning, middle, end
problem-solution
character settings, events
sequencing
restate ideas from text

Grammar

sentence and sentence parts
kinds of sentences
nouns
proper nouns
days of the week, months, and holidays
plurals
verbs
adjectives
pronouns

Compositions

write a paragraph
rhyme

poems
friendly letter
journal
book report
identify and write main idea and supporting details

Mechanics:

capital letters - first word of sentence
 person 's names
 titles of people
 streets, cities, states
 days, months, holidays

punctuation - period
 question mark
 exclamation point
 apostrophe
 comma
 quotation marks

Vocabulary:

prefixes - un, re, dis
suffixes - ful, ness, ous, ly, y

synonyms
antonyms
contractions
compound words
homophones
possessives

Book Skills:

parts of a book
dictionary

Handwriting:

elements of handwriting - shape
 spacing
 position
 size

Proper Heading:

first and last name on the left side of the paper
date on the right side
title written in the middle of the paper

GRADE 2

READING: LITERATURE Key Ideas and Details

- RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

- RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.8 (RL.1.8 not applicable to literature)
- RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

- RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING: FOUNDATIONAL SKILLS Phonics and Word Recognition

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3b Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3c Decode regularly spelled two-syllable words with long vowels.
- RF.2.3d Decode words with common prefixes and suffixes.
- RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3f Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.2.4a Read grade-level text with purpose and understanding.
- RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING

Text Types and Purposes

- W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

- (W.2.4 begins in grade 3)
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- (W.2.9 begins in grade 4)

Range of Writing

- (W.2.10 begins in grade 3)

SPEAKING AND LISTENING

- SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

READING: INFORMATIONAL TEXT Key Ideas and Details

- RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8 Describe how reasons support specific points the author makes in a text.
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LANGUAGE

Conventions of Standard English

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1a Use collective nouns (e.g., *group*).
- L.2.1b Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).
- L.2.1c Use reflexive pronouns (e.g., *myself*, *ourselves*).
- L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).
- L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2a Capitalize holidays, product names, and geographic names.
- L.2.2b Use commas in greetings and closings of letters.
- L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- L.2.2d Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.3a Compare formal and informal uses of English.

Vocabulary Acquisition and Use

- L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
- L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
- L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
- L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
- L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
- L.2.5b Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).
- L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

GRADE 2

Operations & Algebraic Thinking

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number & Operations in Base 10

2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

❖ 100 can be thought of as a bundle of ten tens — called a “hundred.”

❖ The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. Understand the following as special cases:

2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Measurement & Data

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

2.MD.9 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.

2.MD.10 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.

Geometry

2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Reading--Writing--Spelling Hints

The alphabet has 26 vowels and consonants.

The vowels are " a e i o u " & sometimes " y."

The short vowels make different sounds than the
L O N G vowels as in " cat hen pig fox duck."

The L O N G vowels say their own names "A E I O U."

The Magic "e" Rule is:

When there is an "e" at the end of a word,
it makes the first vowel say it's L O N G name.

" cake kite rope tube "

The Double Vowel Rule is:

When you have two vowels together,

The first one does the talking.

The second one does the walking.

" bee seal key rain hay pie goat"

One Vowel at the End of a word (or syllable) is usually L O N G .

" no go me fly "

Blends are two or more consonants and each sound is heard.

" clock grass smile string "

Digraphs are two consonants making one sound.

" chin ship thumb wheel "

"Y" has four sounds:

a consonant as in "yellow"

short "i" when it follows "c" or "g" as in "gym"

L O N G "I" as in "try" (at the end of one syllable)

L O N G "E" as in "baby" (at the end of two syllables)

"C" and "G" are soft in "cent" ("s") and "giant" ("j").

Some letters are silent as "k" in "knot"

or the "w" in "write" or in "whole."

"Ph" has a "f" sound as in "phone."

"Ch" can have a "c" sound as in "Christmas."

"Ea" can sound like short "e" in "bread" and "thread."

English words don't end in "v".

"Q" is always followed by a "u."

Plurals and Endings

Plurals -- To make a word more than one.

Usually add "s".

cat cats / dog dogs / kite kites

If ending "x, z, ss, sh, or ch" add "es".

fox foxes / dress dresses / peach peaches

If consonant "Y", change the "Y" to "i".

and add "es" (not "ing").

sky skies / fairy faeries / baby babies

If vowel "y", add "s".

valley valleys

If "f" or "fe", change to "v's" or "es".

wolf wolves / wife wives / knife knives

Adding Endings -- (ed, er, est, ing):

If vowel consonant, double it before ending.

hit hitting / run running / bat batting

If consonant "e", drop the "e" before ending

(ed, er, est, ing).

save saving / tape taping / late latest

If consonant "y", then change the "y" to "i".

and add "es" or "ed" (not "ing").

fry fries / beauty beautiful / cry crying

Word Bank of 1200 High-Frequency Writing Words

The words in this word bank are listed in the order of their frequency of use in everyday writing. Since these are the most frequently used word in our language, its number is one in the word bank. The first 25 words are used in 33% of everyday writing, the first 100 words appear in 50% of adult and student writing, and the first 1,000 words are used in 89% of everyday writing.

Core Words

The Core Words are divided by grade levels.

Grade 1	word frequencies 1-30
Grade 2	word frequencies 31-130
Grade 3	word frequencies 131-265
Grade 4	word frequencies 266-400
Grade 5	word frequencies 401-600 and beyond

"No Excuses" Words

"No Excuses" Words are those which students are held accountable. They are expected to spell them correctly in all of their everyday writing. They are taken from the list of core words. Below are the groups of words which we hope most children will master by the end of his/her grade level. Please help your child to spell these words correctly in their everyday writing. Spelling is both a developmental and highly individualized skill.

Grade 1	words 1-21
Grade 2	words 1-36
Grade 3	words 1-60
Grade 4	words 1-100
Grade 5	words 1-150 and beyond

Adapted from:

www.suu.edu/faculty/lundd/readingsite/.../SittonList.doc -

Level 3

97 just	113 any	129 part
98 where	114 day	130 even
99 most	115 same	131 place
100 know	116 right	132 well
101 get	117 look	133 such
102 through	118 think	134 here
103 back	119 also	135 take
104 much	120 around	136 why
105 go	121 another	137 help
106 good	122 came	138 put
107 new	123 come	139 different
108 write	124 work	140 away
109 our	125 three	141 again
110 me	126 must	142 off
111 man	127 because	143 went
112 too	128 does	144 old

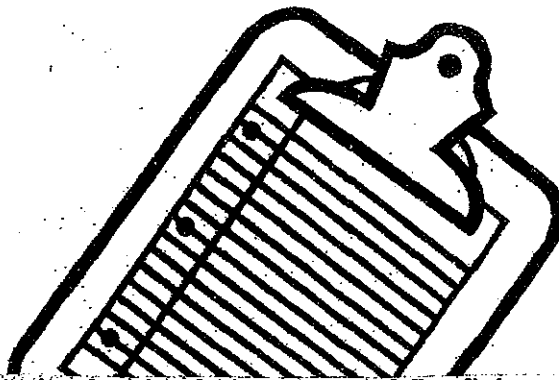
WHAT'S MY SCORE?

- 4 - I *always* go beyond expectations.
Advanced, Strong
Exceeds the Standard

- 3 - I *usually* work independently.
Proficient, Strong
Meets the Standard

- 2 - *Sometimes* I need help and sometimes I don't.
Partially Proficient, Inconsistent
Partially Meets the Standard

- 1 - I *rarely* work without help.
Not Proficient
Unable to Meet the Standard



The four scoring levels of 4-Advanced, 3-Proficient, 2-Partially Proficient and, 1-Not Proficient are presented for each major state standard. At level 3-Proficient, the state standard is restated. Level 3-Proficient scores a student as **meeting the standard**. For levels 4-Advanced, 2-Partially Proficient, and 1-Not Proficient, descriptors in *italics* are included to help clarify the differences between level 3-Proficient and the other three levels.

As indicated on the Progress Report, student scores will be determined by teacher observation; performance assignments or assessments; portfolio and diagnostic assessments; student work samples; projects/presentations; home assignments; journals; teacher checklists; daily work; and tests.



Los Angeles Unified School District
College-Prepared Career-Ready for All
 CALIFORNIA CONTENT STANDARDS ELEMENTARY PROGRESS REPORT
Topanga Elementary Charter School
 Principal: STEVEN GEDIMAN Year: 2017-2018

Student Name: _____
 District Student ID: _____
 DOB: _____ Language Classification: EO
 Teacher Name: J. B. TOBISMAN Grade: 2 Room #: 11

Reporting Period	1st	2nd	3rd
Days Present:			
Days Absent:			
Days Tardy:			

Academic Subjects	Demonstrates Knowledge of California Content Standards			1st	2nd	3rd																			
English Language Arts <table border="1" style="width: 100%;"> <tr> <th>1st</th> <th>2nd</th> <th>3rd</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	1st	2nd	3rd				Foundational Reading Skills	-																	
	1st	2nd	3rd																						
	Making Meaning from Text	-																							
	Language Conventions, Effective Use, Vocabulary	-																							
Effective Expression through Writing	-																								
Mathematics Content <table border="1" style="width: 100%;"> <tr> <th>1st</th> <th>2nd</th> <th>3rd</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	1st	2nd	3rd				Effective Expression through Speaking and Listening	-																	
	1st	2nd	3rd																						
	Operations and Algebraic Thinking	-																							
Number and Operations in Base Ten	-																								
Mathematical Practices	Measurement and Data	-																							
	Geometry	-																							
	Problem Solving and Precision	-																							
	Reasoning and Explaining	-																							
Science-DCI <table border="1" style="width: 100%;"> <tr> <th></th> <th>1st</th> <th>2nd</th> <th>3rd</th> </tr> <tr> <td>Earth</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Physical</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Life</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Engineering</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </table>		1st	2nd	3rd	Earth				Physical				Life				Engineering	✓	✓	✓	Modeling and Using Tools	-			
		1st	2nd	3rd																					
	Earth																								
	Physical																								
Life																									
Engineering	✓	✓	✓																						
Seeing Structure and Generalizing	-																								
History-Social Science	Content and Concepts	-																							
	Conducts Investigations	-																							
Visual and Performing Arts	Constructs Relevant Questions	-																							
	Content and Concepts	-																							
	Historical and Social Science Analysis Skills	-																							
	Dance	-																							
Physical Education	Music	-																							
	Theatre	-																							
	Visual Arts	-																							
Health Education	Content and Concepts	-																							
	Content and Concepts	-																							

Academic Scores Key

4 = Exceeds Grade Level Standards	3 = Meets Grade Level Standards	2 = Progressing Toward Meeting Grade Level Standards	1 = Minimal Progress Toward Grade Level Standards	N/A = Not assessed in current reporting period	<input checked="" type="checkbox"/> = Assessed during reporting period
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Characteristics and Behaviors of a College-Prepared and Career-Ready Learner C = Consistently S = Sometimes R = Rarely	1st	2nd	3rd
Effectively Communicates and Collaborates <ul style="list-style-type: none"> Communicates clearly through speaking and writing Works productively in collaborative groups Listens to, interprets, and uses information provided by others in a variety of settings 			
Understands Other Perspectives <ul style="list-style-type: none"> Shows respect and recognizes the opinions and feelings of others Solves problems in different ways after considering multiple perspectives 			
Thinks Critically, Solves Problems Creatively, and Values Evidence <ul style="list-style-type: none"> Applies knowledge and experiences to solve problems Evaluates answers, explain reasoning, and makes appropriate adjustments to thinking Generates new and creative ideas 			
Acts Responsibly, Ethically, and is a Productive Citizen <ul style="list-style-type: none"> Works independently and asks for assistance when needed Follows school and classroom rules Respects the rights and property of school and others Organizes workplace and materials Makes productive use of class time and stays on task 			
Uses Technology and Digital Media Strategically and Capably <ul style="list-style-type: none"> Presents information effectively in a variety of formats Uses appropriate technologies effectively when communicating ideas and creating products Adheres to the guidelines found in the District Acceptable Use Policy 			

'-' = No Grade Available (Insufficient Attendance) '?' = Unrecorded Grade '/' = Content Standard Not Applicable

Instructional Services

Intervention Dates:

Gifted and Talented Education (GATE) Program

Reporting Period 1: 08/15/17 - 11/03/17

Conference Held: Yes No N/A

Warning Notice Sent On:

May Be Retained

Teacher Comments:

J. B. TOBISMAN

Date

Date

Reporting Period 2: -

Conference Held: Yes No N/A

Warning Notice Sent On:

May Be Retained

Teacher Comments:

Date

Date

Reporting Period 3: -

Conference Held: Yes No N/A

Warning Notice Sent On:

Will Be Retained

Teacher Comments:

Grade Level Next Year:

Date

Date

what makes a great parent?

fullcircle
By Marc Parent



I was at our local mall with my two-year-old, separating chicken nuggets into small, chokeproof bites, when an older woman approached to tell me that I had a lucky little boy. "Why is that?" I asked. "Because you're a great parent," she said. I thanked her for the compliment and spent the rest of the day trying to figure out what she had seen me do that was so great. Pulling chicken nuggets apart, after all, does not a great parent make. Or does it?

One of my favorite childhood memories of my father is of an ordinary weekday when he came home from work with a bag of candy for me and my sisters. He explained that during his drive home he had heard the James Taylor song "Shower the People (You Love with Love)," and decided to do his best, on such short notice, to shower us. When I think back to my father's greatest moments, it's not the lavish birthdays or big vacations that first come to mind, but that late Wednesday afternoon and a single bag of orange candy.

The good news for any mother or father is that when it comes to time with your children, it's the small moments that make or break you. Locking in a legacy of parenting greatness may be an elusive goal; it's far easier to accomplish greatness on a more immediate scale and trust that your many small moments will have a cumulative effect. So with an eye on that prize, I submit this partial list of my own informal hodgepodge of brick-by-brick, 100 percent tested, small parenting greats. I highly recommend you test-drive any one of these today.

- Look your children in the eyes and tell them you are their fix-it-up person. Tell them that no matter what breaks, you'll fix it—and if it can't be fixed, you'll never stop trying to make it better.
- When they're in their pajamas, drive them to get ice cream. Do it on a school night.
- Learn the names of all their teachers.
- Tuck them in every night until sending them off to college, just call it something different once they've hit middle school. When you tuck them in, tell them something specific about

Marc Parent is the author of "Believing It All" (Little, Brown and Company) and "Turning Stones" (Fawcett Books).

how they impressed you that day. Make it up if you have to.

- Love them unconditionally, but make sure they understand that the rest of the world won't.
- You don't have to teach them how to throw a perfect spiral if you don't know how, but you do have to play chess with them and you do have to let them win.
- Tell them made-up stories. Use their names for the characters, and make them the clowns and the heroes.
- In every single situation, give them an avenue to succeed.
- Jump with them into the snow, the leaf pile, the mud, the ocean—last one in is a rotten egg.
- After dinner tonight, give your spouse a hug. Don't let go right away; let your children see you. Turn on the radio and let them watch you dance. Young children will try to get between you. Always let them get between you.

The nicest thing about small moments like these is that you can create them without the help of James Taylor songs. They aren't dependent on any specific occasion, place or time of year, and they cost next to nothing. You'll still have to see your children through high school unscathed and then into the right college (and find a way to pay for it). But as you navigate those waters, don't forget to keep the radio playing and never underestimate the significance of an unexpected bag of candy on an otherwise normal Wednesday afternoon.

FC

"Jump with them into the leaf pile, the mud, the ocean."

101 WAYS TO PRAISE A CHILD

WOW ● WAY TO GO ● SUPER ● YOU'RE SPECIAL ●
OUTSTANDING ● EXCELLENT ● GREAT ● GOOD ● NEAT
● WELL DONE ● REMARKABLE ● I KNEW YOU COULD
DO IT ● I'M PROUD OF YOU ● FANTASTIC ● SUPER
STAR ● NICE WORK ● LOOKING GOOD ● YOU'RE ON
TOP OF IT ● BEAUTIFUL ● NOW YOU'RE FLYING ●
YOU'RE CATCHING ON ● NOW YOU'VE GOT IT ●
YOU'RE INCREDIBLE ● BRAVO ● YOU'RE FANTASTIC
● HURRAY FOR YOU ● YOU'RE ON TARGET ● YOU'RE
ON YOUR WAY ● HOW NICE ● HOW SMART ● GOOD JOB
● THAT'S INCREDIBLE ● HOT DOG ● DYNAMITE ●
YOU'RE BEAUTIFUL ● YOU'RE UNIQUE ● NOTHING
CAN STOP YOU NOW ● GOOD FOR YOU ● I LIKE YOU
● YOU'RE A WINNER ● REMARKABLE JOB ●
BEAUTIFUL WORK ● SPECTACULAR ● YOU'RE
SPECTACULAR ● YOU'RE DARLING ● YOU'RE
PRECIOUS ● GREAT DISCOVERY ● YOU'VE
DISCOVERED THE SECRET ● YOU FIGURED IT OUT ●
FANTASTIC JOB ● HIP, HIP, HURRAY ● BINGO ●
MAGNIFICENT ● MARVELOUS ● TERRIFIC ● YOU'RE
IMPORTANT ● PHENOMENAL ● YOU'RE SENSATIONAL
● SUPER WORK ● CREATIVE JOB ● SUPER JOB ●
FANTASTIC JOB ● EXCEPTIONAL PERFORMANCE ●
YOU'RE A REAL TROOPER ● YOU ARE RESPONSIBLE ●
YOU ARE EXCITING ● YOU LEARNED IT RIGHT ●
WHAT AN IMAGINATION ● WHAT A GOOD LISTENER ●
YOU ARE FUN ● YOU'RE GROWING UP ● YOU TRIED
HARD ● YOU CARE ● BEAUTIFUL SHARING ●
OUTSTANDING PERFORMANCE ● YOU'RE A GOOD
FRIEND ● I TRUST YOU ● YOU'RE IMPORTANT ● YOU
MEAN A LOT TO ME ● YOU MAKE ME HAPPY ● YOU
BELONG ● YOU'VE GOT A FRIEND ● YOU MAKE ME
LAUGH ● YOU BRIGHTEN MY DAY ● I RESPECT YOU ●
YOU MEAN THE WORLD TO ME ● THAT'S CORRECT ●
YOU'RE A JOY ● YOU'RE WONDERFUL ● YOU'RE
PERFECT ● AWESOME ● A+ JOB ● YOU'RE A-OK ● MY
BUDDY ● YOU MADE MY DAY ● THAT'S THE BEST ● A
BIG HUG ● A BIG KISS ● SAY I LOVE YOU ●
(P.S. REMEMBER A SMILE IS WORTH A THOUSAND
WORDS!) ●



Easy Conversation Starters To Use With Children!



1. How did you help a friend?

2. How did you help your teacher?

3. What games did you play at recess?

4. Who did you play with at recess?

5. What was something that made you laugh?

6. What was something that made you mad?

7. What did you write about today?

8. What did you work on in Art?

9. What game did you learn in P.E.?



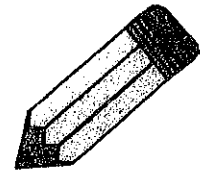
10. Tell me about the best book
that your teacher read today.

11. What books did you read today?

12. Tell me something that you did well.

13. Who did you work with in class?

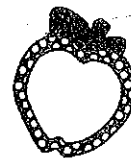
14. Who did you sit by at lunch today?



15. Who would you sit by in class if you had your choice?

16. What would your teacher tell me about your work today?

17. What would your teacher tell me about your behavior today?



18. Tell me something new that you learned today.

19. Who did a wonderful job in class?

20. Who needed a time out in class?

21. Tell me something nice you said to someone today.

22. Where is your favorite place to be at school?

23. Which jobs did you do in class today?

24. What is something we need to work on tonight?

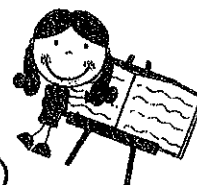
25. Which other teachers did you see today?

26. What is something that you are looking forward to tomorrow?

27. What is something you could do even better tomorrow?



28. Tell about two things you did to reach your learning goals.



29. What is something nice (or mean) that someone said to you today?

30. What was your favorite thing about today?

