

Good Shepherd Catholic School
Syllabus 2008-2009
2nd Grade

Instructor: Rob Pelz

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Objectives

The students will begin to take some responsibility for their work and materials. The children will grow in their respect and support of each other.

The children will learn foundation skills that will support moving to third grade.

Math

The primary objectives for 2nd grade math are for the students to understand numbers use them to solve addition and subtraction problems and apply this understanding across a broad range of word and number problems including the use of money. They will learn to tell time and will be exposed to geometry, fractions, measurement and the basic concepts behind multiplication and division.

We are currently using the McGraw Hill textbook, which ties every lesson back to California State Standards. We will make extensive use of manipulative. I will also be introducing graph paper, which will help neatness and understanding. Most lessons will begin with explanations, followed by guided practice, check for understanding and independent practice. Teacher and aid will work with students on an individual basis during independent practice. Homework will reinforce the daily lesson

We will have homework in math almost every night. All homework should be done on graph paper unless otherwise specified.

Grading

Tests 60%

Homework 30%

Participation 10%

Spelling

We will be using the Zaner-Bloser spelling connection program. In addition to phonics this program supports vocabulary skills and connections back to reading and writing each day for homework the children will do a separate set of exercises that support the words. The students may take the spelling book home and do the exercises in the book. The book will be corrected on Thursday and returned before the end of the day so that the children can study for Friday.

Grading

Tests 60%

Homework 30%

Participation 10%

Science

In science we will focus on four units, supporting life science, physical science, earth science and the human body.

The children will learn specific concepts like the characteristics, life cycles and environment of organisms. They will also be learning how to observe record and organize test results.

I will build the units around the “Focus”, Explore, Reflect, and Apply learning cycle. The steps of the learning cycle are as follows:

Focus: Explore and clarify the ideas that children already have about the topic.

Explore: Enable children to engage in hands-on exploration of the objects, organisms, and science phenomena to be studied.

Reflect: Encourage children to discuss their observations and to reconcile their ideas.

Apply: Help children discuss and apply their new ideas in new situations.

The first unit focuses on plants, animals and fossils. The second unit it focuses on matter, sound, heat and light and force, magnets and electricity. Third unit studies the earth, weather and seasons and the solar systems. The fourth unit focuses on how your body works nutrition and keeping healthy.

We will use the Scott Foresman Science series of books and aids as well as supplemental materials.

Grading

Science Journals 35%

Assessments and projects 40%

Tests 25%

Religion

Our primary objective is to prepare and successfully complete the Sacrament of First Eucharist.

We will learn how much God loves us, how we celebrate and how we can participate actively in our faith.

We will discuss and act on ways we can be better people.

Our theme for the year will be how we use the 12 gifts. We will be constantly challenging ourselves to live our faith. I will use three primary methods of teaching

Religion: The book. “Blest Are We”, parables and stories from the Bible and field trips and interactions with the various parishes.

Grading

Tests 40%

In-class projects 30%

Class Participation 30%

Language Arts

Writing

The children will learn the writing process and use it to develop their own original stories. The children will learn the organization and structure behind the expository paragraph and write original six and nine sentence paragraphs on many subjects.

The children will also learn to write summaries and letters.

We will write every day. In the first part of the year they will learn the writing process. This process consists of pre writing, drafting, revising, editing and publishing they will each have a writing folder where they will keep their projects. During the course of a project they will be able to conference with me at each stage. We will keep all the writing for the year in a file in the classroom. I will be teaching lessons on form, punctuation, word usage, and mechanics and spelling as we go (see grammar and spelling). I will also be teaching specific topics on the writing process like how to use proofreading symbols. I believe very strongly that traditional language arts skills make a lot more sense to children within the context of their own writing. I use two formal programs to support the writing process "Step up to Writing" and the "Stack the Deck Writing Program".

Very little homework will be assigned in writing.

Grammar

I will begin every day with two sentences where the students will be asked to make spelling, grammar and punctuation corrections. I will be teaching proofreading symbols and using this time to introduce and sometimes emphasize concepts. I will concentrate future lessons on concepts that the children have difficulty with during this time. Periodically we will have a quiz on these concepts. I also will have a formal plan around teaching the structure of our language. I will begin by teaching the sentence and its components and then add something every month like verbs. I am using Houghton Mifflin's Daily Oral Language and a variety of other sources

Grading

Portfolio 50%

Published Works 30%

Quizzes 20%

Reading

The children should be able to recognize the first 600 site words.

The children should have a variety of strategies for decoding words and meaning in books they are reading.

The children will be able to read fluently at the 24 DRA level by the end of the year

The children will be able to pass a comprehension test at the 24 levels by the end of the year.

They will view reading as a lifelong skill ... enjoy reading and read w'hen they don't have too.

I will model different types of books by reading to the children every day from a variety of sources. I will teach a variety of strategies on how to decode words by using phonics, analogy, and syllabic analysis and by morphemic analysis. I will teach phonics using songs rhymes and within the context of their daily reading in addition to workbooks. I will teach the high frequency words, show students how to use a dictionary and how to decode words in the context of the books they are reading. We will also have a word wall, introduce vocabulary words in the morning message and add more vocabulary) for spelling bonus words. We will read every day in reading groups and work on specific strategies for individuals. We will also read whole books most days together as a class where I will also introduce concepts. As the year progresses I hope to use literature circles for chapter books.

For comprehension I will teach the following strategies, making connection, predicting, organizing ideas, visualizing, summarizing, monitoring and evaluating. I will introduce 3 new concepts about every four weeks and emphasize it daily so that we have many opportunities for practice and review.

I will have monthly emphasis for the books we read so the students have plenty of opportunity for comparisons. In September we will emphasize books about people caring about others. In October we will emphasize books about fall in November fairy tales.

I would like the children to read 10 to 15 minutes every night. I will periodically require book reports and will have the children list all the books they have read in their reading folder. I may also do some verbal assessment.

I will use Readers Theater to assess comprehension

Students will also be evaluated on how they participate in-group discussions in addition to running records and tests.

Grading

Homework 20%

Running records 30%

Written tests 30%

Other in-class assessments 20%