

WELCOME

to our 2nd Grade Open House!

I am so glad you are here!
We have already learned so
much this year. Encourage
your student to share with
you daily! Please wait for our
presentation to start shortly.





Welcome!

Tonight will be an informational night providing you insight into 2nd Grade, including curriculum, procedures, homework, and grades.

If you have specific questions or concerns regarding your child, please email me to schedule a conference.

A copy of this presentation will be emailed to you.

Daily Schedule

Monday, Tuesday, Thursday, Friday

8:45 – 9:15 Math Intervention

9:15 – 10:00 Math

10:00 – 10:45 Specials

10:45 – 11:15 Mon: Health/Tues & Thurs: Social Studies/Fri: Science

11:15 – 11:45 Reading Intervention (Bay Lake Time)

11:45 – 12:30 Lunch/Recess

12:30 – 1:00 Reading

1:00 – 2:00 Reading Centers

2:00 – 2:30 Writing

2:30 – 3:00 Mon-Thurs: Science/Fri: Alt PE

Specials

Monday: PE

Tuesday: Art

Thursday/Friday: PE

Daily Schedule

Wednesday (Early Release Day)

- 8:45 – 9:30 Math Intervention/Math
- 9:30 – 10:15 Specials
- 10:15 – 10:45 Math
- 10:45 – 11:15 Reading Intervention (Bay Lake Time)
- 11:15 – 11:45 Writing
- 11:45 – 12:30 Lunch/Recess
- 12:30 – 1:00 Reading
- 1:00 – 2:00 Reading Centers

Specials

Wed: Music

Reading

- Comprehension (Wonders Curriculum)
(Text Evidence, Vocabulary, Central Idea, Text Features, Character Traits, Point of View, Compare/Contrast)
- Phonics
- Reading Interactive Notebooks
- Unit Assessments about every 3 weeks

Everything is read on their own in 2nd Grade

Center Small Groups

- Students are placed into reading groups based on assessment data.
- Reading groups focus on specific skills that students need (ex: comprehension, inferring, fluency, etc.)
- Groups are fluid and flexible based on data and student performance.

Reading Performance Guidelines

Nine Week Targets	FAST	AR
Q1	Fall 930 - 1023	Aug 2.0 Sept 2.1 Oct 2.2
Q2	N/A	Nov 2.3 Dec 2.4
Q3	Winter 977 - 1023	Jan 2.5 Feb 2.6
Q4	Spring 1023	March 2.7 April 2.8 May 2.9

Q1 Reading Expectation

Working Together

Adapted from Wonders Progress Monitoring Assessments

- 1 Ollie and Jada were fairies, and they were best friends, too. It was late summer, and fall was coming soon. Ollie and Jada had a big job. They had to change the color of the leaves for fall.
- 2 They were each given a color. Ollie had to make leaves orange, and Jada had to make leaves gold.
- 3 “Good luck!” said Jada, and waved to her friend. “Good luck!” said Ollie as he waved back.
- 4 Jada started turning leaves into different colors right away. Swinging her little wand, she covered the leaves in golden shades. She turned green leaves gold overnight!

Q1 Reading Expectation

- 5 When Ollie went to see Jada the next day, he looked at the trees.
- 6 “Wow!” Ollie said. “I like how pretty the gold leaves look. You did a lot of work in one day.”
- 7 “Thank you,” said Jada, and she smiled. “How about you? Did you turn a lot of leaves orange?”
- 8 “Not really,” Ollie said, looking frustrated. “My wand is not working well. Sometimes it works, but sometimes it does not work. I am having trouble.”
- 9 “Oh, no!” said Jada. She was concerned about her friend, because she knew he wanted to do a good job.
- 10 Jada still had work to do. She had more leaves to turn gold. But she wanted to help her friend, so she made a choice.
- 11 “I will help you,” she said.

Q4 Reading Expectation

Passage 2: The Empty Pot

Adapted from Reading A-Z

- 1 Since the Emperor did not have any children, he decided to have a contest to determine the next emperor. He called all the children together to collect a special seed that should be planted at home. After two months, the children would present what they had grown with their best efforts.
- 2 One boy, Jun, was looking forward to the challenge. He loved to work in the garden, and he was known to grow many wonderful plants.
- 3 Jun thanked the Emperor for his seed and went straight home to plant it. He put it in a nice pot with rich dirt. He watered the seed, placed it in the sunshine, and waited. He tended to the plant every day. Nothing happened. He put the seed in a bigger pot and tended it as he did all of his other plants. Still it did not grow. It was empty.
- 4 Two months later the day arrived for the children to present the Emperor with their work. Jun looked at his empty pot and felt sad. He told his parents, "Since I failed, I don't think I should go."

Q4 Reading Expectation

- 5 “Nonsense,” said his mom. “You worked very hard.”
- 6 His dad agreed, “As long as you did your best, then you did not fail to do what the Emperor asked. When you see the Emperor, be honest with him about the plant.”
- 7 As Jun walked slowly with his empty pot, he saw other children with beautiful flowers. He had cold feet about showing the Emperor his pot. The Emperor looked over the crowd of children with their plants. He saw Jun and his empty pot and asked, “Why did you bring an empty pot?”
- 8 Jun explained, “I took the seed you planted but it did not grow. This is the best I could do.”
- 9 The emperor smiled and said, “I do not know where everyone else got their seeds. I cooked the seeds I gave you so they would not grow. Your honesty and hard work will be rewarded.” So the emperor chose Jun to be the next emperor.

AR Quizzes

Students are expected to take at least **1 AR quiz** each week and pass with an **80% or higher**.

Please continue to encourage your child to work towards reaching his or her AR goal each quarter. **AR tests cannot be taken at home.**



Library Research
Tools



Renaissance



Sunshine State Jr. List 2023-2024



**Bibbidi Bobbidi Academy Rory
and the Magical Mix-Ups**
by Kallie George
No AR Quiz



Bug on the Rug
by Sophia Ghos
No AR Quiz



Not That Pet
by Smriti Prasadam-Hall
No AR Quiz



When Glitter Met Glue
by Karen Kilpatrick
No AR Quiz



Maybe...
by Chris Houghton
Level 1.4 Quiz #513445



Beak and Ally: Unlikely Friends
by Norm Fauti
Level 2.0 Quiz #510867



Doggo and Pupper
by Katherine Applegate
Level 2.1 Quiz #513635



Knight Owl
by Christopher Denise
Level 2.6 Quiz #516772



Sir Ladybug
by Corey Tabor
Level 2.6 Quiz #514148



A Mouthful of Minnows
by John Hare
Level 2.7 Quiz #519492



Cornbread and Poppy
by Matthew Cordell
Level 2.9 Quiz #516108



The Three Billy Goats Gruff
by Mac Barnett
Level 2.9 Quiz #517220



Tomatoes in My Lunchbox
by Constantia Manoli
Level 3.1 Quiz #519484



Chickadee: Criminal Mastermind
by Monica Sivil
Level 3.2 Quiz #517844



Big Truck, Little Island
by Chris Van Dusen
Level 3.6 Quiz #513414

Writing

- **Grammar Skills:** parts of speech, types of sentences, quotation marks, expanding sentences
- **Writing Skills:** descriptive words, adding details, transition words, complete thoughts, capitalization, punctuation, providing reasons, staying on topic, and writing paragraphs
- **Types of Writing:** narrative, expository, and argumentative
- **Evidence Based Writing:** In expository writing, students will refer and include text evidence from 1-2 sources.

Math

- Number Talks
 - Envision Math Curriculum (Place Value, Addition/Subtraction, Word Problems, Time, Money, Measurement, Geometry, introduction of Multiplication)
 - Manipulatives
 - Math Interactive Notebooks
 - Teaching students to explain the problem solving process
- ★ It is extremely important that your child practices their addition/subtraction facts within 20 daily to become fluent!



Science & Social Studies

- Science: Inspire Science program, science interactive notebooks, interactive Smart Board lessons and experiments
- Social Studies: Social Studies Alive
- Both: group activities, class discussions, and reflections



Bay Lake Time

(Math and Reading Intervention)

- Time used to provide additional help for students in small groups
- Enrichment activities are provided for students to receive additional practice of skills and opportunities to be challenged
- Students may switch classrooms during reading intervention.

Homework

- Homework is given Monday-Thursday for Reading and Math
- Homework should be completed each night and returned the next day.
- The purpose of homework is to give additional practice of skills. Students will read and answer comprehension questions (located in the Take Home Binder). Students will use workbook pages focusing math skills.

Students can also access **Exact Path** and **Success Maker** voluntarily at home. Use the apps page in the Take Home Binder for directions. Your student should know their login information. If not, contact me and I will get it to you as soon as possible.



Florida B.E.S.T. Standards

FAST

Florida Assessment of Student Thinking

- STAR
- 3 Progress Monitoring (PM) sessions for Reading and Math

Skyward

- Online classroom information tool for teachers, students, and parents.
- Access to attendance and grades. Weekly grades will be posted on or before Tuesday.
- [OCPS Skyward Registration](#) website
- Accessible through www.launchpad.ocps.net
- Download the OCPS app



Attendance

- It is vital that your child comes to school each and every day! Learning happens here!
- Tardy bell rings at 8:45am
 - We do monitor student tardiness. Please make every effort to have your child arrive on time each day.
- Early departure during the last hour of the school day is highly discouraged.
 - You cannot pick your child up after 2:30pm on a regular day (1:30 pm on Wednesdays).
- Per school board policy: 5 tardies or 5 early departures will equal 1 unexcused absence.
- If your child is absent from school, please be sure to send a doctor's note regarding their absence.

[OCPS Attendance Policies](#)

Dress Code

- Tops
 - No inappropriate language or pictures
 - Three finger width sleeves
- Bottoms
 - Shorts must come to mid-thigh
 - If wearing a skirt or dress, wear shorts underneath
- Shoes
 - Rubber soles with closed toes and closed heels

Link to complete [OCPS Dress Code](#)

Grading System

A	90 - 100%	<ul style="list-style-type: none">• I understand and can explain the skill!• My work is organized, neat, and complete!• I gave excellent effort!
B	80 - 89%	<ul style="list-style-type: none">• I mostly understand the skill.• My work is mostly organized, neat, and complete.• I gave good effort and showed what I know.
C	70 - 79%	<ul style="list-style-type: none">• I understand some of the skill, but need more practice.• My work is not all organized, neat, or complete.• Not my best effort and I need to ask more questions.
D	60 - 69%	<ul style="list-style-type: none">• I do not understand the skill yet.• I need to ask for help & questions.• My work may not be organized, neat, or complete.
F	50 - 59%	<ul style="list-style-type: none">• I do not understand the skill yet.• I need to ask for help & questions.• My work is not organized, neat, or complete.

Grade Weights

Reading, Math,
& Science

Classwork	40%
Test	35%
Participation	25%

Health &
Social Studies

Classwork	60%
Participation	40%

Skyward Reports

Quarter 1:

- Progress Report Posted: September 21, 2023
- ★ Report Card Posted: October 26, 2023

Quarter 2:

- Progress Report Posted: November 30, 2023
- ★ Report Card Posted: January 17, 2024

Quarter 3:

- Progress Report Posted: February 16, 2024
- ★ Report Card Posted: April 2, 2024

Quarter 4:






- Progress Report Posted: May 2, 2024
- ★ Report Card Posted: June 6, 2024

These dates are subject to change.

R.O.A.R.S.

Respect **O**wnership **A**ttitude **R**esponsibility **S**afety

Bay Lake School-wide

	Hallway & Common Area	Media Center	Cafeteria	Bathroom	Bus	Recess/Playground
Respect 	<ul style="list-style-type: none"> • Quiet voices • Walking feet • Hands and feet to yourself • Hold doors 	<ul style="list-style-type: none"> • Silent Greeting • Quiet Voices • Ask politely for help 	<ul style="list-style-type: none"> • Inside voices • Follow directions • Wait your turn 	<ul style="list-style-type: none"> • Knock on door before entering • Allow privacy • Wait your turn • Inside voices 	<ul style="list-style-type: none"> • Stay seated until bus stops or driver gives you permission • Hands and feet to yourself • Follow directions 	<ul style="list-style-type: none"> • Take turns • Share equipment • Use kind words
Ownership 	<ul style="list-style-type: none"> • Accept consequences 	<ul style="list-style-type: none"> • Be gentle to books 	<ul style="list-style-type: none"> • Clean up your own area 	<ul style="list-style-type: none"> • Flush the toilet • Throw paper towels in the trash 	<ul style="list-style-type: none"> • Listen to driver • Follow all bus rules 	<ul style="list-style-type: none"> • Listen for lineup signal • Line up promptly • Apologize for mistakes
Attitude 	<ul style="list-style-type: none"> • Silent Greeting • Be helpful • Smile and be courteous 	<ul style="list-style-type: none"> • Follow directions • Say "Please" and "Thank you" 	<ul style="list-style-type: none"> • Say "Please" and "Thank you" • Use kind words 	<ul style="list-style-type: none"> • Use kind words 	<ul style="list-style-type: none"> • Greet the driver • Use kind words • Help others • Be a role model 	<ul style="list-style-type: none"> • Be a good sport • Include everyone who wants to play • Use kind words
Responsibility 	<ul style="list-style-type: none"> • Turn in found items even when it is hard • Go to your destination quickly & quietly 	<ul style="list-style-type: none"> • Keep bookshelves in order • Take care of the books that you check out • Return books on time 	<ul style="list-style-type: none"> • Remain at assigned table • Immediately and accurately report problems 	<ul style="list-style-type: none"> • Return promptly 	<ul style="list-style-type: none"> • Immediately and accurately report problems 	<ul style="list-style-type: none"> • Put all equipment away • Immediately and accurately report problems
Safety 	<ul style="list-style-type: none"> • Walking feet • Eyes forward • Hands at sides • Keep to the right 	<ul style="list-style-type: none"> • Carry your own belongings 	<ul style="list-style-type: none"> • Walking feet with eyes forward • Bottom in chair • Wait your turn • Hands and feet to yourself • Eat your own food 	<ul style="list-style-type: none"> • Keep water in the sink • Wash your hands 	<ul style="list-style-type: none"> • Walking feet coming and going • Bottoms in seat • Hands and feet to yourself 	<ul style="list-style-type: none"> • Use equipment properly • Stay in designated areas • Call an adult for help • Hands and feet to yourself

OCPS Code of Conduct

Mini Economy

- Safari Bucks: Students earn bonuses or are fined according to their success following our classroom expectations.
- Classroom Jobs: Students earn money each week for doing their classroom job.
- Fine Sheets: Sent home on Friday, signed and return on Monday.
- Individual Incentives: bi-weekly Classroom Store
- Class Incentives: Dojo Points, Class Bonus Board

Mini Economy

- \$5 fines - This will be *most* fines in our classroom including not following directions, not following procedures, no name/number, etc.
- \$10 fines - This will be any fine that occurs outside the classroom including lunch, specials, intervention, etc. This will also be a fine for any minor physical contact between students.
- \$20 - This will be any **major** fines including inappropriate language, destruction of property, physical altercations, etc.

Agenda & Binders

- Communicate and celebrate accomplishments!
- Classroom and school information for events will be sent home in the binder on Fridays.
- Requirement for parents:
 - Please initial the agenda after you review your child's homework.
 - Please return the binder with your child daily.



2nd Grade's Paw Prints

A Newsletter for Parents and Students

Ms. Caballo, Mrs. Crompton, Mrs. Harshbarger,
Mrs. Kramer, Ms. Lawton, & Ms. Lutoran

September 5, 2023
Volume 5, Issue 4
code word: labor day

Reminders

Book Fair is happening next week! Please use the link to add money to your child's wallet if you would like them to purchase books: [Book Fair wallet](#). Please see the below schedule to know when your child's class will be going to the Book Fair:

Monday 9/11: Crompton
Tuesday 9/12: Caballo
Wednesday 9/13: Lutoran
Thursday 9/14: Lawton, Harshbarger, Kramer

Homework

Monday: Reading: read 20 min
Math: pp. 29-30
Tuesday: Reading: read 20 min
Math: pp. 27-28
Wednesday: Reading: read 20 min
Math: pp. 43-44
Thursday: Reading: read 20 min
Math: pp. 45-46

Important Dates

9/14: Open House 4:00 pm - 6:00 pm
9/18: Science Unit 1.2 Test
9/21: ELA Unit 1.2 Test
9/21: Math Unit 2 Test
9/21: Q1 Progress Reports Go Home

What are We Learning

Reading: In reading, we are continuing our informational unit. We will identify central idea and key details of a text as well as summarize text to increase comprehension.

Writing: We are learning about the process of Writer's Workshop. Through this process, teachers are modeling the process of writing, followed by students practicing what they've learned. We are also working to build stamina in writing.

Math: We are learning how to add within 100. We are also learning to round to the nearest 10 with numbers 0 to 100.

Science: Students are continuing their unit on matter. They are learning about properties of matter and how they can be observed with their senses.

Social Studies: Students are learning about different communities.



Newsletter
emailed
every Friday.

However,
please check
your email
daily as more
information
may be sent.



Dismissal

Begins promptly at 2:55 pm (1:55 pm on Wednesday)

- Car Riders
- Bus & Day Care Riders
- Front and Back Walkers
- Extended Day (YMCA)
- If you need to change how your child goes home, please contact me in the morning (by email or planner) to ensure that your child is dismissed correctly. If you have a last-minute change, please call the front office.



30-30 Rule

- In the case of threatening weather, the 30-30 Rule is enacted if thunder is heard within 30 seconds of lightning strike.
- Students will not be dismissed, and will remain in their classrooms until 30 minutes have passed from the last sound of thunder.
- You may sign your child out of school at the main office if this situation occurs. **You must have a car tag to sign your child out!**

The notice is framed by a decorative border of vertical bars in yellow, pink, green, orange, and purple, with a dashed teal line forming a cloud-like shape around the text.

Rainy Day

- If we are going to our Rainy Day dismissal, there will be an all-call to parents to let you know.
- Please do not default to your Rainy Day dismissal location until there has been an all-call.
- If you did not change your child's dismissal on the Rainy Day dismissal form, your child will go home the normal way.

Birthdays

- The school offers a special treat at the end of each month to celebrate student birthdays.
- You can purchase [Birthday Bites](#) through the cafeteria.
- **Birthday treats (i.e. cupcakes, cookies, brownies) from home are NOT allowed.**
- Birthday party invitations or holiday cards must include ALL students in the class if distributed at school.

Front Office

- The office does not deliver late items such as lunch boxes, water bottles, homework, etc. as staff is working to support student learning and safety.
 - If your child forgets to bring lunch, they will receive school lunch.
 - If they forget homework it can be turned in the next day.
 - We have drinking fountains at school for students who do not have a water bottle.

Additional Info.

- PTO (Parent Teacher Organization)

Visit www.baylakepto.org for general information, become a member, and purchase spirit wear!

- Need to add money to your child's cafeteria account? www.schoolpay.com
- [Online](#) ADDitions Application to Volunteer

Thank you for coming!

My Contact Information

Email: jaylene.ceballo@ocps.net

Voicemail: 4394236

Lots of information at the following which are updated daily!
Click an icon.

