

WELCOME TO 2ND GRADE CURRICULUM NIGHT AT PITTSFIELD ELEMENTARY

Conferences &
Attendance:

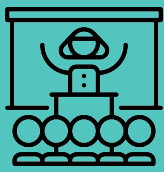
Please click in
the chat to sign
in with your
child's name for
attendance



Mr. Sims



Chat



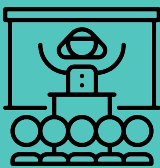
MESSAGE FROM OUR PRINCIPAL!

Pittsfield PTO

- Co-Presidents:
 - Kelly Pfeifer,
kpfeifer@gmail.com
 - Karen Huselbus,
kostafin@gmail.com



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MEET YOUR TEACHER!



- **College Background: Eastern Michigan**
- **Number of Years Teaching: 10**
- **Number of years in AAPS: 5**
- **Married for 26 years, 4 children, 2 grandchildren**
- **Interesting Facts: I have 13 brothers and sisters**
- **Hobbies: Family time and golf**

CURRICULUM NIGHT AGENDA



~~TEACHER INTRODUCTIONS~~



LEARNING TARGETS



CLASSROOM MANAGEMENT & ONLINE LEARNING EXPECTATIONS



DAILY SCHEDULE



GRADE LEVEL CURRICULUM & STANDARDS



KEY WORDS



CLOSING



QUESTIONS



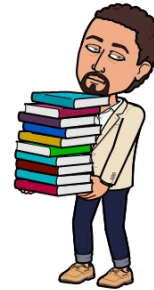
LEARNING GOALS



I know my child's teacher.



I know the classroom curriculum for 2nd grade.



I know what a typical online classroom day looks like for my child.



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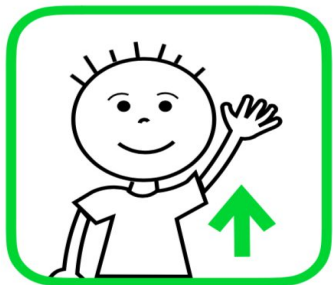
CLOSING



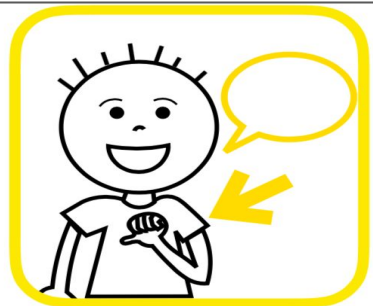
QUESTIONS



ONLINE LEARNING EXPECTATIONS



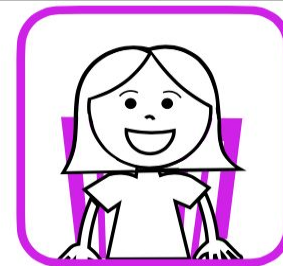
I can **RAISE MY HAND**
if I want to talk.



When I see my name or I am
called on, it is **MY TURN**.



I will **LISTEN** when it is
someone else's turn.



I will stay in **ONE SPOT** unless the
directions are to get up or move.



UNMUTE



MUTE



The Three-B Policy and Responsive Classroom

- Be Respectful
- Be Responsible
- Be Safe
- The Responsive Classroom approach focuses on teaching social emotional skills like we teach academic skills in order to help students be successful.
- #WeAreFamily: Our classroom and school community is here to support you and your children always.



ALL ARE WELCOME-ANTI-RACIST STATEMENT



- We, at Pittsfield, stand with our students, staff, and families who are Black, Indigenous, and/or People of Color (BIPOC).
- We recognize that students and families all have unique identities, cultures, strengths, and histories.
- We seek to learn from and with families as we support our students as multifaceted individuals.
- We celebrate diversity, and aim to engage in antiracist education with the understanding that all racial groups have equal value.

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EXAMPLE OF DAILY CLASSROOM SCHEDULE



Our Weekly Schedule (w/ Specials)

Monday	Tuesday	Wednesday	Thursday	Friday
Class Meeting 8:10-8:40 	Class Meeting 8:10-8:40 	Class Meeting 8:10-8:40 	Class Meeting 8:10-8:40 	Class Meeting 8:10-8:40
Music 8:40-9:10 	Library 8:40-9:10 	Independent Work Time 	PE 8:40-9:10 	Art 8:40-9:10
Math 9:10-9:40 Live Lesson 9:40-10:10 Small Groups/Independent 	PLTW 9:10-9:40 		Math 9:10-9:40 Live Lesson 9:40-10:10 Small Groups/Independent 	Math 9:10-9:40 Live Lesson 9:40-10:10 Small Groups/Independent
ELA 10:10-10:40 Live Lesson 10:40-11:10 Small Group/Independent 	Math 9:40-10:10 Live Lesson 10:10-10:40 Small Groups/Independent 		ELA 10:10-10:40 Live Lesson 10:40-11:10 Small Group/Independent 	ELA 10:40-11:10 Live Lesson 11:10-11:40 Small Group/Independent
Social Studies 11:10-11:40 	ELA 10:40-11:10 Live Lesson 11:10-11:40 Small Groups/Independent 		Social Studies 11:10-11:40 	Social Studies 11:10-11:40
Closing Circle 11:40-12:10 	Social Studies 11:40-12:10 		Closing Circle 11:40-12:10 	Closing Circle 11:40-12:10



Zoom

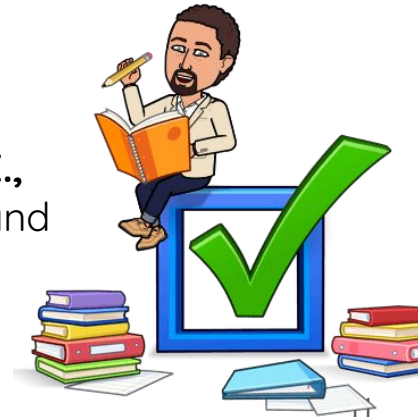


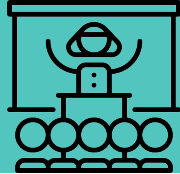
Seesaw



Need help?

- Whole group synchronous instruction (live lessons): 8:10 a.m. to 12:10 p.m. Monday-Tuesday and Thursday-Friday. *Wednesday is an independent work day.
- Lunch: 12:10 p.m.-12:58 p.m..
- Asynchronously work begins at 12:58 p.m.- 3:13 p.m.. No live whole group lessons at this time.
 - Seesaw or Schoology assignments
 - Lexia or Dreambox lessons
 - Work with a teacher in a **small group**
- **Specials Classes (Music, Library, P.E., Art, and PLTW):** Monday--Tuesday and Thursday-Friday.

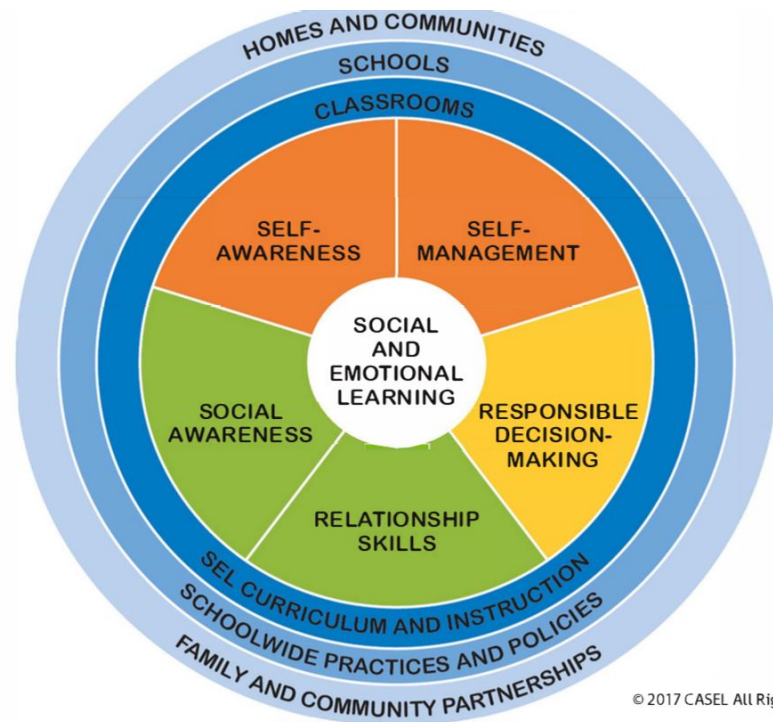








MORNING MEETING

Social Emotional Learning

- Occurs Mondays and Fridays
- Includes Greeting and Share
- Focus on developing CASEL's Core Competencies
- Includes Self-Care Strategy
- Includes Movement Opportunity



The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control
Describes a low state of energy	Describes a comfortable state of energy	Describes a heightened state of energy	Describes an extremely heightened state of energy

The Zones of Regulation is a district-wide initiative to foster self-regulation. School-wide implementation creates consistency, provides universal supports, creates common expectations, and a common language for our students.

The GOALS are to teach our students:

- To identify their feelings and levels of alertness
- Effective regulation tools
- When and how to use tools
- Problem solve solutions
- Understand how their behaviors influence others' thoughts and feelings

THERE IS NO BAD ZONE. IT IS WHAT WE DO WHEN WE ARE IN THAT ZONE THAT MATTERS!

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GRADE LEVEL CURRICULUM & STANDARDS



KEY WORDS



CLOSING



QUESTIONS

(ELA) READING WORKSHOP



- Unit 1: MAISA Character Study
- Unit 2: MAISA Readers Learn From Informational Reading
- Unit 4: MAISA Series Reading: Cross Genre Reading
- Unit 5: MAISA Informational Book Clubs
- Unit 6: MAISA Reading Fiction and Traditional Literature

Reader's Workshop consists of:

Whole Group Mini Lesson-synchronous

Independent Reading/Partner Reading-asynchronous

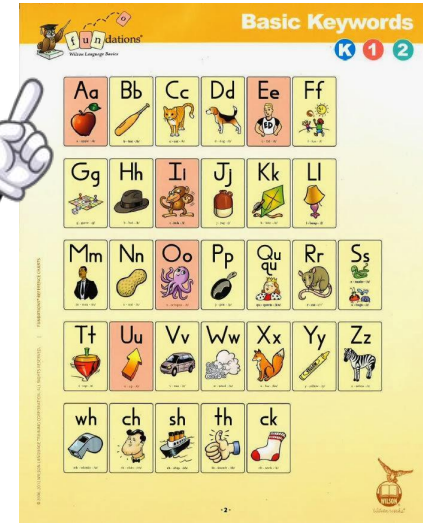
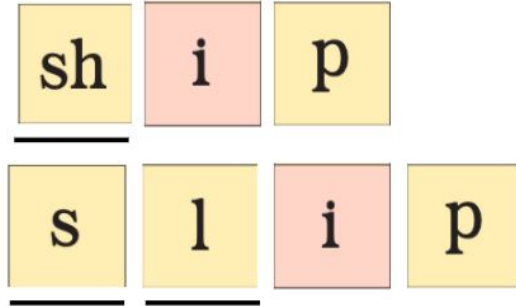
Share: synchronous

Small Groups (3-5 students): synchronous in the afternoon





- Teaches foundational reading and writing skills
- Systemic phonics instruction following a scope and sequence
- Explicit word study instruction will take place on Tuesdays and Thursdays
- Differentiated word study will occur in small groups



(ELA) WRITING WORKSHOP



Units of Study

- Launch workshop
- Personal Narrative
- Non-fiction (Informational and How-To books)
- Opinion Writing/O.R.E.O Strategy
- Skills/Strategies, such as editing and revising
- Author Study
- Poetry

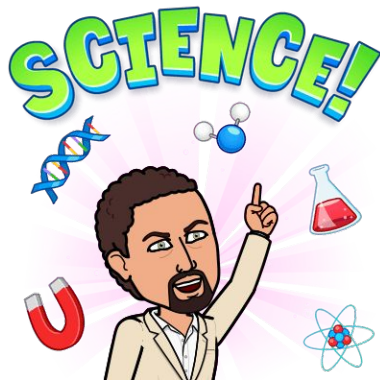


Our district is changing the curriculum to a more project-based and integrative science learning experience called *Phenomenal Science*. It is aligned with the **Next Generation Science Standards**

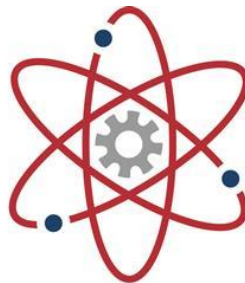


and

the **Michigan K-12 Performance Expectations**.



- ❖ Structure and Properties of Matter
- ❖ Interdependent Relationships in Ecosystems
- ❖ Earth's Systems: Processes that Shape the Earth
- ❖ Engineering Design



PROJECT LEAD THE WAY
PLTW
Preparing students for the global economy



SOCIAL STUDIES



Get ready for an exciting year in Social Studies! Our new Second Grade Social Studies curriculum will provide numerous opportunities for our students to learn about community involvement, and learn about supply and demand. Students will have opportunities to brainstorm ways to fundraise for a great cause in our very own community.

Units:

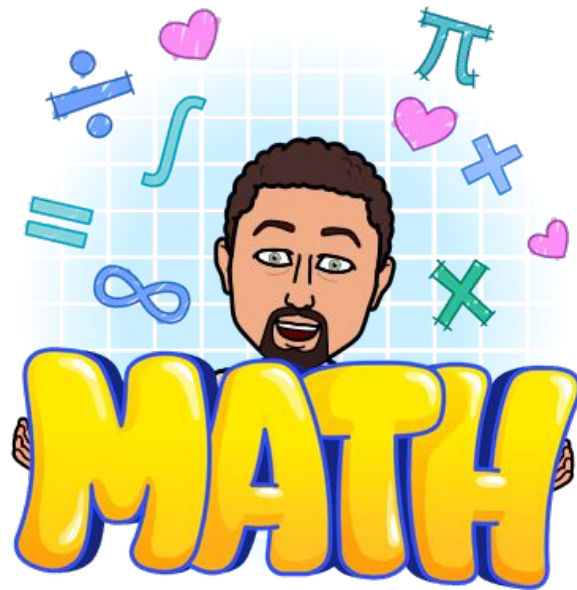
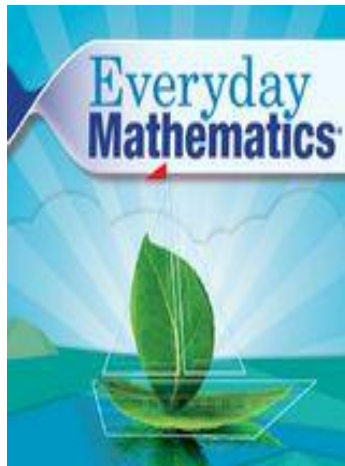
- Economics
- Geography
- History
- Civics and Government



MATHEMATICS





- Everyday Math District-wide program
- Lessons are based on the Common Core Standards and CCSS have been prioritized by the district
- Units focus on
 - ❖ fact strategies,
 - ❖ addition and subtraction,
 - ❖ solving story problems,
 - ❖ measurement and data,
 - ❖ geometry and arrays,
 - ❖ and equal shares (fractions)



STUDENT TECHNOLOGY



- Schoology is our distance learning platform. 
- Classes meet on Zoom within Schoology to attend their live lessons. Secure links have been shared. 
- Required Technology: **AAPS district-approved Chromebook**
 - **Device Request Form**
 - **Student Mobile Hotspot Request Form**
- Technology distribution date: **October 6th from 4:00 pm to 6:00 pm** at the Balas Administration Building: <https://www.a2schools.org/Page/16378>
- **The AAPS Student & Families Technology Help Desk at: family_techsupport@aaps.k12.mi.us or call (734) 997-1222.**

Can I help you?



REPORT CARDS AND ASSESSMENTS



At this time our focus is on building relationships with each of our students, and providing quality instruction.

Any decisions or updates regarding grading, report cards, standardized testing will be decided at the district level and shared with our AAPS community when applicable.

Thank you for your support, understanding, and patience.



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KEY WORDS



CLOSING



QUESTIONS

VOCABULARY



Synchronous

Teachers will provide live instruction to their students.

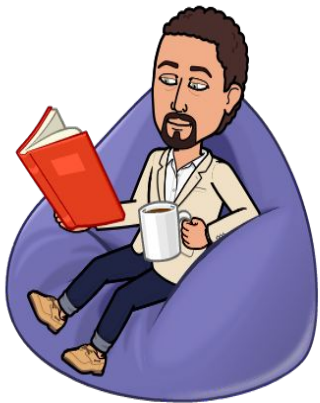


VOCABULARY



Asynchronous

Students will work on classroom assignments independently on their own.



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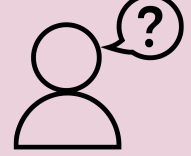


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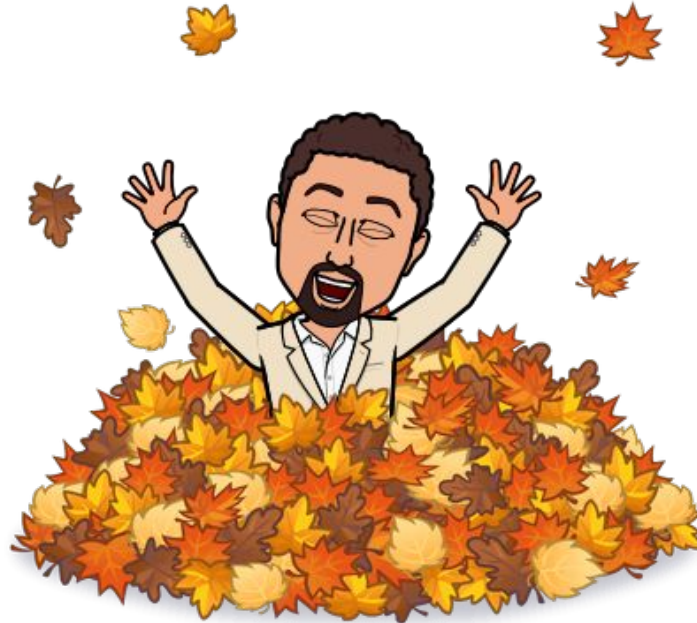


QUESTIONS

CLOSING



Fall conference dates coming soon!



CLOSING



I Know more about my child's teacher.



I Know the classroom curriculum for 2nd grade.



I Know what a typical online classroom day looks like for my child.

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QUESTIONS



QUESTIONS

What questions
do you have?

