Things are Really ‘Buzzing’ in Second Grade!

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Dear Parents and Guardians,

I am excited to facilitate your child’s learning this year! Together, we will explore the world around us. We will wonder at the discoveries we make about each other and our communities. We will use our imaginations to create new understandings about the world. We will realize that, in order to become the best learners and leaders we can be, we must be brave. Courage is necessary to learning in our class as we discover that it is okay to ask questions, make mistakes, and work together to find the correct answer. In our classroom, and at Beehive, we are committed to collaborating creatively and with integrity.

Students will feel safe and supported in taking risks and developing the characteristics of a learner and a leader in a classroom community that values *The Seven Habits of Happy Kids*. These habits include: 1) being proactive, 2) beginning with the end in mind, 3) putting first things first, 4) thinking win-win, 5) seeking first to understand, then to be understood, 6) synergizing, and 7) sharpening the saw.

**Classroom Agreements:**

I believe children need simple, reasonable rules. Such rules eliminate confusion and allow students to focus on what is most important in our classroom. The following rules provide students with guidance and support in becoming successful learners and courageous leaders, and they apply to both the school-wide and classroom expectations:

1. Be safe.
2. Be on task.
3. Be respectful.

**Discipline Policy:**

I am a firm believer in the ability of children to make good choices when given multiple opportunities to practice and be successful with their choices. In our classroom, children are recognized for good behavior and choices. Positive reinforcements (such as: prizes, free time, authentic praise, etc.) for good behavior and choices may be used. My focus with discipline is on reinforcing the positive behavior rather than emphasizing the negative misbehavior.

**Procedures and Consequences:**

I believe an ounce of prevention is worth a pound of cure. In our classroom, steps will be taken to prevent misbehavior. However, despite my very best efforts at prevention, sometimes students will break the rules. When this happens, the following procedures and consequences, which align with the schools “Beehive Best” discipline plan, apply:

**\*‘Bee’ing Super** (Doing Great!): Every student begins their day with a clean behavior slate. Students who have not committed any behavior infractions for the day will stay on this level. Students who have infractions may work their way back to this level with a change in behavior and the making of positive choices.

**\*‘Bee’ing Great** (Warning): Student receives a verbal warning and is given a friendly reminder of the rules by the teacher.

**\*‘Bee’ing Good** (Stop and Think): Student is required to temporarily stop participating in the current activity and take 5 minutes to think about his/her choices. At the discretion of the teacher, five minutes of recess may be replaced with reviewing the rules or making up missed work.

**\*‘Bee’ Careful** (Stop and Go): Student is removed from the activity and asked to do an alternate task until the teacher can meet with him/her. At the discretion of the teacher, ten to fifteen minutes of recess may be replaced with a review of the rules or make-up work.

**1st Offense:** Parent or guardian will be contacted by teacher either by phone, email, or note home.

**2nd Offense:** Conference with parent over the phone or in person.

**3rd Offense:** If student receives a third offense within 2 weeks, he or she will be given an office referral.

**\*Buzz on Down to the Principal’s Office** (Office Referral): Student, teacher, and parents will meet with the principal.

**Reading:**

I use the district-wide reading program called *Wonders,* which is organized around big ideas such as: *Friends and Family, Animal Discoveries, Live and Learn, Our Life/Our World, Let’s Make a Difference*, and *How on Earth*. The program focuses on phonics, fluency, vocabulary, critical thinking skills, writing skills, and reading comprehension strategies and skills. These skills help teach your child what good readers do to understand text, and how reading and writing are connected. Students will practice these skills within small guided reading groups and whole class instruction. Students will read a variety of high interest literacy and informational text, and complete literacy activities in the context of *Workshop* (sometimes referred to as “Centers”).

**You can help** your child become a successful reader by reading with him or her for at least 20 minutes each day. To help your child get the most out of your reading time together, choose to do one or more of the following activities each day:

\*Discuss characters, setting, problem, and solution.

\*Practice retelling the story (for narrative text). Have your child tell you what happened in the beginning, the middle, and the end.

\*Discuss what your child learned from the reading (for expository text).

\*When your child comes to an unknown word, encourage him or her to sound out the beginning, middle, and ending letters. If your child cannot do this

fairly quickly, then go ahead and tell him or her the word to ensure understanding of the story.

\*Reread familiar or favorite books to practice fluency.

\*Read to your child rather than having him or her read to you.

\*Help your student to remember to **complete and return** the “I Read At Home” homework sheet **and/or** fluency practice sheet **each week**.

Remember, when helping your child choose a book to read, 5 or more unknown words per page suggests that the book is too difficult. Children increase their reading speed and sight word vocabulary by reading “good-fit” books, and by reading them over and over again. We will learn more about how to choose “good-fit” books this year in class; however, **you can help** your child pick out such books at home as well.

**Writing:**

Students will have the opportunity to write every day. This includes writing in daily journals, writing responses to text, and working on narrative, informational, or opinion writing pieces. Students will also have the opportunity to practice reflective writing as they write about pieces chosen for their portfolio.

**You can help** your child by proof-reading his or her stories at home; discussing the beginning, middle, and end of a story; and reinforcing the importance of neat handwriting.

**Spelling:**

Each week your child will be assigned a new spelling list. We will practice our words throughout the week, and your child will take a spelling test each Friday. Your child’s spelling grade will be determined by his or her ability to spell the words correctly and to use neat handwriting.

**You can help** your child by practicing his or her spelling words and handwriting for at least 10 minutes a day. Some ideas for how to practice spelling words include:

 \*Use markers, crayons, or colored pencils to spell the words on paper.

 \*Use window markers and write each spelling word on the window.

 \*Spell each word aloud.

 \*Use dry erase markers and a whiteboard to write each word.

 \*Write each spelling word 3 times.

 \*Use play-doh or molding clay to shape each word.

 \*Draw a picture to represent each word and label the picture with the word.

 \*Write each spelling word in a sentence.

\*Use the interactive spelling games on Spelling City (which can be accessed through our classroom website).

**Math:**

I use the district-wide math program called *Go Math!* from Houghton Mifflin Harcourt. During class, students will play a variety of math games, complete math activities, and work in math books. Since I believe that children learn best by touching objects and discussing their thinking with peers and teachers, students will work with different manipulatives, draw pictures of math concepts, and share findings with classmates. The math concepts we will focus on this year include: number sense, place value, addition and subtraction strategies, measurement (standard and nonstandard), data, money, time, graphing, geometry, and fractions.

**You can help** your child by ensuring that math homework assignments are completed and returned.

**Homework:**

I believe that homework is an important way for students to practice and expand the skills taught in school. Thus, your child has homework EVERY day. This homework ALWAYS includes reading at least 20 minutes a night and studying spelling words for at least 10 minutes each day. In addition, math homework will be sent home regularly (but not every day).

Our classroom policy is that homework be returned to school in a reasonable and timely manner (preferably within the week it was assigned) so that I can give feedback and help as needed to each student based on their understanding of the homework.

**You can help** your child with homework by establishing a consistent homework time each night and proving a comfortable, well-lit, quiet place in which to work. Establishing a homework routine will help your child become a successful learner for years to come.

**“Busy Bee” of the Week:**

We will have a “Busy Bee” each week. Some teachers call this “Student of the Week.” This activity gives each student an opportunity to practice speaking and listening skills, as well as builds community, as we celebrate and get-to-know each student in our class for one week. To learn about your student, your child will be assigned a week to bring in their “All About Me” poster. I will give your child a poster to decorate the week before they are scheduled to be “Busy Bee.”

**Birthdays:**

Birthdays are special days to celebrate. You may send a treat to school during the week of your child’s birthday. This is optional, not mandatory. Please remember to only provide store purchased treats as homemade treats are against school policy and health code.

As a courtesy to every student in our classroom, I ask that birthday party invitations are **never** distributed at school unless the whole class is being invited. Please find alternative means for inviting class members to a birthday party for your child.

**Snacks:**

We **do** have snacks in our classroom. You may send your child to school with one snack each day. I also encourage students to bring a **full** water bottle so they can drink plenty of water throughout their busy day. This will be possible as long as the students continue to work and do not become distracted by snacks or water bottles.

**Specials Schedule:**

Computer Lab, Library, P.E., and Music will occur at various times during the week. Please be sure to send your student to school with appropriate footwear on P.E. days, or have your child leave a pair of tennis shoes in his or her backpack.

**Assessment:**

I believe each child is a unique and wonderful individual with personal learning

strengths and abilities. As such, no child is ever measured against another child because such comparisons would be unfair and misrepresent a specific child’s learning strengths and abilities. To document individual student progress and achievement, I have each student maintain an individual portfolio or “data notebook”. These portfolios contain samples of student work, assessments, rubrics, and student self-assessments. These portfolios are a wonderful representation of your child’s development over the course of the year. You and your student will cherish the portfolio as a delightful memento of the time spent in second grade.

**SEP Conferences:**

I will have parent-teacher conferences two times this year. Parents may use *Parent Portal* to sign their student up for a conference day and time. *Parent Portal* can be accessed either through the school website (http://schools.graniteschools.org/beehive) or through our classroom website (http://mrsfairbanksclass.weebly.com). Please try to attend as parental involvement in education improves your child’s motivation for learning and success.

**Parental Support:**

I believe parents are the first teachers of their children. As such, parents know their children best, and are in an optimal position to set their child up for success. Children will gain the most from their schooling experiences, and our classroom will operate most successfully, if parents can contribute to the classroom in some way. Parents who have the time and resources to contribute to the classroom are welcome to make donations in the form of volunteering time or donating school supplies. If you are interested in volunteering, or need suggestions for donations, feel free to contact me via the school phone number or email. In addition, all parents can contribute to their child’s success by spending time reading to or with their child each night, as well as monitoring and helping their child with homework.

Thank you for taking the time to read and review this information. Feel free to contact me at any time with questions or concerns. I look forward to a sensational year of growing and learning with your students!

Sincerely,

Adree Fairbanks

Adree Fairbanks

alfairbanks@graniteschools.org

385-646-4768

Student Supplies

I will do my best to provide your student with all school supplies needed throughout the year. If you are willing and able, donations of each of the following items are appreciated. These items will be needed throughout the year, so I will be accepting donations at all times.

1. Plastic sheet protectors (packages in any quantity are appreciated)
2. Three-ring binders (any size between 1 inch and 2 inches)
3. Dry Erase markers
4. Boxes of tissue
5. Bottles of hand sanitizer
6. Containers of Clorox or Lysol disinfecting wipes

Your child will need their backpack **every day**. Please remind your child to **leave** any **extra school supplies** and **toys** at **home**. I will provide each student with all of the supplies they need for the school year that are not listed here. I ask that additional supplies stay at home because extra materials have been lost or stolen in the past. The teacher and school cannot be held responsible for lost or stolen materials.

Please **sign and return** this page of the *Classroom Policies and Procedures* by **Friday, August 24th**.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understood the *Classroom*

(Printed name of Parent/Guardian)

*Policies and Procedures* document. I understand that I may work with the teacher to alter these policies and procedures to fit the specific needs of my child, if needed. I consent to being contacted by the teacher for incidents in which my child or I do not comply with the agreements outlined in the *Classroom Policies and Procedures* document.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date

Signature of Parent/Guardian

Please circle your preferred method of school-to-home communication. I will try to use this method of communication to contact you regarding school happenings. If you have an email account, that is my preferred method of communication with families.

**I prefer to be contacted by ( circle one):**

1. Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Preferred email address)

1. Note Home
2. Telephone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cell/home phone (circle one)

(Preferred Phone Number)

“Busy Bee” of the Week Calendar

|  |  |
| --- | --- |
| August28th-Sept. 1st: Jimena Silva Feregrino | January2nd-5th: TBA8th-11th: Knighten Scott16th-19th: Jaivin Gonzalez 22nd-26th: Mason Wilson29th-Feb. 2nd: TBA |
| September5th-8th: Lezlie Romero Macias11th-15th: Hector Carrillo18th-22nd: TBA25th-28th: Baxter Ryan | February5th-9th: Marycarmen Pasillas20th-23rd: Knighten Scott26th-March 2nd: Taya Jones |
| October2nd-6th: Bella Lemon9th-13th: Drake Reeves23rd-26th: Izaic Lucero30th-Nov. 3rd: Ivette Magana | March5th- 9th: Mrs. Fairbanks12th-16th: Uriel Melendez Gonzalez19th-23rd: Isabella Huerta |
| November6th-10th: Layla Davis13th-17th: TBA | April9th-13th: Damaris Contreras16th-20th: Nathan Dennis23rd-27th: Joelynne Suarez30th- May 4th: TBA |
| December4th-8th: Alysha Matua11th-15th: Gissela Garcia18th-21st: Jacob Perez | May7th-11th: Talon Howes14th-18th: Emma Heskett21st-25th: Jacob Perez |

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**A B C**

**1 2 3**

**A B C**

Tell Me About Your Child

* My child’s name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* My child’s interests and/or hobbies include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* My child’s favorite subject(s) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* My child’s special qualities include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* My child approaches learning… (mark all that apply)

\_\_\_\_\_\_\_with excitement \_\_\_\_\_\_\_with curiosity

\_\_\_\_\_\_\_with confidence \_\_\_\_\_\_\_with anxiety

\_\_\_\_\_\_\_with reluctance \_\_\_\_\_\_\_without interest

* Goals for my child include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* Questions or concerns that I have: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* This survey will be strictly confidential. Thank you for helping make this a great year for your child! Please return this form at your earliest convenience.

 **A B C**

 **1 2 3**

 **A B C**

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Daily Schedule

for

Mrs. Fairbanks’ Busy Bees

Monday -Thursday

|  |  |
| --- | --- |
| ***Time*** | ***Activity*** |
| *8:45-10:00* | *Literacy Whole Group Instruction* |
| *10:00-11:00* | *Literacy Small Group Instruction* |
| *11:00-11:15* | *Recess* |
| *11:15-11:30* | *Read Aloud* |
| *11:30-12:15* | *Specials:* *Library, P.E., Music, or Computer* |
| *12:15-12:50* | *Lunch* |
| *12:50-1:45* | *Math Whole Group Instruction* |
| *1:45-2:15* | *Math Small Group Instruction* |
| *2:15-2:30* | *Recess* |
| *2:30-3:15* | *Science/Social Studies* |
| *3:20* | *Dismiss* |

Friday

|  |  |
| --- | --- |
| ***Time*** | ***Activity*** |
| 8:45-9:45 | *Math Whole Group Instruction* |
| 9:45-10:15 | *Small Group Instruction:* *Math or Reading* |
| 10:15-10:45 | *Literacy Whole Group Instruction* |
| 10:45-11:00 | *Recess* |
| 11:00-12:15 | *Literacy Reteach/Extend*  |
| 12:15-12:50 | *Lunch* |
| 12:50-1:15 | *“Finish Up” Friday/“Fun” Friday* |
| 1:15 | *Dismiss* |