

# Yellow Room Second Grade Curriculum

In the Yellow Room, students learn how to be a member of a community through compassion, listening, and respect. These values carry from interactions between students to the learning environment. Students are encouraged to ask questions and spark conversation with each other to engage with their learning. The Yellow Room curriculum is focused on four content areas: Math, Literacy, Science, and Social Studies. Learning in these areas is differentiated to support each student in the best way fit. Materials used in each content area can include a variety of media, conversations, and hands-on activities and materials. Throughout the school year, students will participate in take-home activities that support and deepen their understanding with hands-on activities.

## **Math**

The Yellow Room uses the Eureka Math curriculum, supplementing with Tang Math and other resources. Math will primarily consist of 8 modules that will reinforce known concepts and introduce new ones. The following is a list of concepts and skills that will be covered during the year in the Second Grade Eureka Math curriculum:

- Sums and differences to 100
- Addition and subtraction of length units
- Place value, counting, and comparison of numbers to 1,000
- Addition and subtraction within 200 with word problems to 100
- Addition and subtraction within 1000 with word problems to 100
- Foundations of multiplication and division
- Problem solving with length, money, and data
- Time, shapes, and fractions as equal parts of shapes

## **Calendar**

Each morning the Yellow Room partakes in Calendar Time. Calendar Time consists of going over the day's date, the days of the week, the months of the year, and reviewing calendar reading skills. Calendar activities allow students to understand and write the date, memorize the orders of the days of the week and months of the year, and read and understand how to use a calendar. We close each Calendar Time with shares. Students have an opportunity to share about themselves and different aspects of their lives. This helps students connect and understand each other.

## **Literacy**

Literacy Curriculum in the Yellow Room consists of several components that work together to build comprehensive literacy skills.

- **Reading**
  - Students have daily opportunities to engage in independent reading from the Yellow Room classroom library. The classroom library has a variety of

books to encourage a love of reading. Students will each read aloud to the teacher to ensure students are progressing in their reading.

- S.P.I.R.E or Word Study: students are divided into small groups based on their performance on the SPIRE assessment.
- **S.P.I.R.E. (Specialized Program Individualizing Reading Excellence)**
  - The teacher guides students in SPIRE groups through specifically sequenced lesson plans designed to provide direct instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. The students meet twice a week to work through a lesson plan that focuses on a specific concept. They complete a sound, word, and dictation assessment on Friday. Students are given reading and spelling practice to work on at home to complement the practice completed in class.
- **If it is determined that SPIRE is not appropriate for a student, they may engage in Word Study.**
  - Word Study is a “developmental study of words by features” (Words Their Way, p.182). The student(s) would meet in a small group or individually with the teacher and work independently to complete word sorts, long and short vowel contrasts, consonant blends and digraphs practice, and word family studies. The purpose of Word Study is to strengthen word knowledge. With the growth of word knowledge, skills associated with reading, writing, oral language, and comprehension are also strengthened.
- **Journal**
  - Students partake in independent journal writing at various times through the school week. Prior to starting writing time, students are encouraged to participate in a class brainstorming session of topics to write about. Each student draws a picture to go along with their entry. Student journals are seen as a way for students to express themselves and provide a safe space for creative writing. Students will work with the teacher to edit their entries for proper spelling, capitalization, punctuation, and sentence structure.
- **Reading Response**
  - Students read a passage and answer questions based on the passage. The questions encourage students to hone reading comprehension skills and remember details.
- **Read Aloud**
  - Once a week, the teacher reads to students from a chapter book. Students are encouraged to listen, reflect, and make and confirm predictions about the story.

## - Literacy Lessons

- Students will participate in literacy lessons focused on building skills to increase literacy. These lessons include:
  - Decoding strategies
  - Homophones
  - Prefixes and suffixes
  - Synonyms and antonyms
  - Understanding the elements of fiction
  - Use dictionary and reference guides
  - Legible writing
  - Learn to draft and edit as part of the writing process

## **Theme Study**

Theme Study lessons focus from Virginia State Standards of Learning for Social Studies and Science for Second Grade. Students engage in Theme Study topics with books, experiments, projects, videos, music, and class discussions.

The following themes will be covered in the Yellow Room this school year:

August	<ul style="list-style-type: none"><li>- Getting to know Our Yellow Room Community and Routines</li><li>- The Water Cycle</li></ul>
September	<ul style="list-style-type: none"><li>- Geography and Map Skills</li><li>- Cinderella Tales from Around the World</li></ul>
October	<ul style="list-style-type: none"><li>- Native Americans</li></ul>
November	<ul style="list-style-type: none"><li>- Earth and space systems</li></ul>
December	<ul style="list-style-type: none"><li>- States of Matter</li></ul>
January	<ul style="list-style-type: none"><li>- American Symbols and Historical Figures</li><li>- Communication and Transportation over Time</li></ul>
February	<ul style="list-style-type: none"><li>- Ancient China and Egypt</li></ul>
March	<ul style="list-style-type: none"><li>- Forces, Motion, and Magnets</li><li>- Natural, Human, and Capital Resources</li></ul>
April	<ul style="list-style-type: none"><li>- Living vs Non-Living</li><li>- Animal Life Cycles</li></ul>
May	<ul style="list-style-type: none"><li>- Plant Life Cycles and the Power of Plants</li></ul>

## **Additional Subjects**

Yellow Room students will receive regular instruction in Art, Physical Education, Spanish, and Music. Teachers specializing in these subjects provide the curriculum and instruction.

## **Assessment**

Assessment in the Yellow Room is both formal and informal. Formal assessments are used to assess progress in Reading, Math, and Spelling. The Houghton Mifflin Leveled Reading Assessment is used to assess the reading level of each student at the beginning, middle, and end of the year. The assessments used in Math are provided by both the teacher and the Eureka Math curriculum. SPIRE assessments are given to each student at the beginning of the year to assess their knowledge of phonological concepts. Words Their Way spelling inventories are given to individual students as needed. Informal assessments include teacher observations and anecdotal records as well as the assessment of skills and participation in small and large group discussions and activities. Assessment of Science and Social Studies concepts is gauged through project work and participation in class discussions and activities. Parent-teacher conferences are held three times during the school year to discuss student progress. A formal written evaluation is prepared at the end of the year and is reviewed in the final parent-teacher conference.