

# Yellow Room Second Grade Curriculum

In the Yellow Room, students learn 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 at-home homework and projects that will support and deepen their learning.

## **Math**

The Yellow Room uses the Eureka Math curriculum. Consisting of 8 modules, the curriculum reinforces known concepts and introduces new ones fluidly. The following is a list of concepts and skills that will be covered in the Second Grade Eureka Math curriculum:

- **Sums and Differences up to 100**
  - Fluency with sums and differences within 100
- **Addition and Subtraction of Length Units**
  - Understand concepts about the ruler
  - Measure and estimate length using different measurement tools
  - Measure and compare lengths using different length units
  - Relate addition and subtraction to length
- **Place Value, Counting, and Comparison of Numbers to 1,000**
  - Forming base ten units of ten, a hundred, and a thousand
  - Understanding place value units of one, ten, and a hundred
  - Three-digit numbers in unit, standard, expanded, and word forms
  - Modeling base ten numbers within 1,000 with money
  - Modeling numbers within 1,000 with place value disks
  - Comparing two three-digit numbers
  - Finding 1, 10, and 100 more or less than a number
- **Addition and Subtraction Within 200 with Word Problems to 100**
  - Sums and differences within 100
  - Strategies for composing a ten
  - Strategies for decomposing a ten

- Strategies for composing tens and hundreds
- Strategies for decomposing tens and hundreds.
- **Addition and Subtraction Within 1000 with Word Problems to 100**
  - Strategies for adding and subtracting within 1,000
  - Strategies for composing tens and hundreds within 1,000
  - Strategies for decomposing tens and hundreds within 1,000
- **Foundations of Multiplication and Division**
  - Formation of equal groups
  - Arrays and equal groups
  - Rectangular arrays as a foundation for multiplication and division
  - The meaning of even and odd numbers
- **Problem Solving with Length, Money, and Data**
  - Problem solving with categorical data
  - Problem solving with coins and bills
  - Creating an inch ruler
  - Measuring and estimating length using customary and metric units
  - Problem solving with customary and metric units
  - Displaying measurement data
- **Time, Shapes, and Fractions as Equal Parts of Shapes**
  - Attributes of geometric shapes
  - Composite shapes and fraction concepts
  - Halves, thirds, and fourths of circles and rectangles
  - Application of fractions to tell time

Students use a variety of materials and manipulatives to master these concepts. Students work through timed addition and subtraction sheets, daily word problem practice, classwork together to introduce new concepts, and a daily independent practice page. Per the curriculum, students engaging with the content will learn to:

- reason abstractly and quantitatively
- use appropriate tools strategically
- look for and make use of structure and repeated reasoning
- attend to precision

- make sense of problems and persevere in solving them
- construct viable arguments and critique the reasoning of others
- model with mathematics

### **Morning Meeting**

Each morning the Yellow Room partakes in Morning Meeting Time. This time consists of reviewing the day's date, the days of the week, the months of the year, the amount of days in each month, reviewing calendar reading skills, reviewing literacy concepts, and fixing sentence mistakes. We close each Morning Meeting with share time. Students have an opportunity to share about themselves and their lives with the whole class.

### **Literacy**

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

### **Reading and Writing**

Students have opportunities daily to engage in independent reading via the Yellow Room classroom library. The classroom library holds a variety of books to encourage a love of reading for a wide array of reading abilities. These include picture books, chapter books, early readers, books written in spanish, poetry, science magazines, biographies, and nonfiction books.

Students will participate in small reading groups bi-weekly. Students will each read aloud and practice decoding skills. Reading groups will dive deeper into books that are related to the Theme at the time. Students will complete homework to complement the reading practice completed in small groups.

- **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 sentence dictation assessment on Friday. Students are given reading and spelling practice to work on at home to complement the practice completed in class.

- **Secret Stories® Sound Wall**

- Students will frequently interact with the classroom sound wall. Each week students will learn about a new poster and listen to a story that represents a specific sound from the sound wall. Students will spend each week reviewing the sounds learned throughout the school year, building upon their knowledge each week. Students will participate in a pre-spelling test based on the skill of the week. Students will then be placed into a small group to further develop that skill based on need. Small groups will meet with the teacher for varying amounts of time depending on their skill level. Students will then participate in a post-spelling test at the end of week.

- **Heart Words Wall**

- Each week, students will learn about three words that stray from typical spelling structure. The class will practice mapping, stretching out, spelling, and using each word in a sentence. Students will then be able to use the heart word wall as a reference to themselves when they are writing.

- **Heggerty Phonemic Awareness Primary Curriculum®**

- Designed as a warm up exercise, this curriculum aims to strengthen student's phonemic awareness. The teacher guides students through orally identifying and manipulating a variety of phonemes. Students are asked to orally rhyme, isolate phonemes at the beginning, middle, and end of a word, blend phonemes together, segment phonemes, add and delete phonemes, and substitute phonemes for new ones.

- **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.

- **Handwriting Without Tears Cursive Kickoff®**

- Students will participate in handwriting bi-weekly. Using the curriculum, the teacher guides students through reviewing the process of forming print letters. With teacher guidance, students will begin learning how to produce letters and words in cursive.
- **Reading Response and Comprehension**
  - Students will read a passage and answer questions based on the passage. The questions encourage students to hone reading comprehension skills, remember details, and reread texts looking for specific information. These passages can be related to a current theme or to a specific literacy concept.
- **Read Aloud**
  - Twice a week, the teacher reads to students from both a chapter book and a picture book. Students are encouraged to listen, reflect, define words, identify emotions, identify motivations, identify characters, identify a problem and solution, identify a moral or lesson, 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
    - Syllables and Syllable Types
    - Proper Punctuation and Capitalization
    - Parts of Speech
    - Fact and Opinion
    - Homophones and Homographs
    - Compound Words
    - Prefixes and Suffixes
    - Synonyms and Antonyms
    - Understanding the Elements of Fiction
    - Use a Dictionary and Reference Guides
    - Learn to Draft and Edit as Part of the Writing Process
    - Narrative, Story, and Letter Writing

## **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 teacher will guide students through completing Mystery Science ® activities to supplement various science themes. Mystery Science is a video based curriculum that uses hands-on activities to further engage students through the scientific method and enhance critical thinking skills.

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

August                      - Getting to know Our Yellow Room Community and Routines  
                                    - Geography and Map Skills

September                - The Water Cycle  
                                    - Cinderella Tales from Around the World (year long)

October                    - Earth and Weather Systems

November                 - Native Americans

December                - Historical Figures

January                    - US Symbols

February                 - Mystery Science Matter and Material Properties  
                                    - Forces, Motion, and Magnets

March                      - Communication and Transportation over Time  
                                    - Resources and Economics

April                        - Living vs. Non-Living  
                                    - Animal Life Cycles and Mystery Science Animal Biodiversity

May

- Mystery Science Plant Life Cycles the Power of Plants

### **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 Diagnostic Online Reading Assessment (DORA) is used to assess the overall reading abilities of each student at the beginning, middle, and end of the year using a variety of subtests. These subtests assess a student's high-frequency word recognition, word recognition, phonics, phonemic awareness, spelling, vocabulary, and reading comprehension.
- 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 students at the beginning, middle and end of the year. As the assessment continues, the words become progressively more challenging to spell. Informal spelling assessments include teacher observations and anecdotal records as well as the assessment of skills and participation in small and large group activities.
- Assessments in Math are provided by both the teacher and the Eureka Math curriculum and are sent home to be reviewed by the student's adult(s).
- 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.