



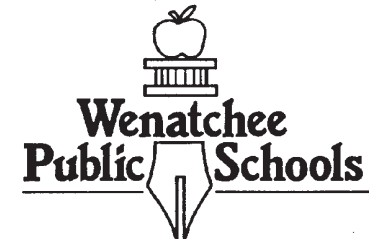
Mission Statement

The Wenatchee School District will:

- Personally know and encourage students as individual learners and recognize their academic, citizenship and co-curricular accomplishments;
- Assist student to learn and apply essential skills and values to be contributing community citizens with a global perspective;
- Challenge students to continually stretch and grow while working with family and community as active partners.... “My Child, Your Child, Our Children”.

NONDISCRIMINATION STATEMENT FOR SCHOOL PUBLICATIONS AND PUBLIC ANNOUNCEMENTS

The Wenatchee School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, creed, sex, sexual orientation, including gender identity, disability, familial status, marital status or age. This holds true for all staff and for students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to RCW Officer and ADA Coordinator Mr. Steve Cole. Issues related to 504 should be directed to Mr. Chet Harum, Administrator for Student and Support Services.



Family Guide for Grade Two



NINTH EDITION

September 2008

School Information:

Principal's Name: _____

Teacher's Name: _____

Child's Room Number: _____

School Telephone: _____

Teacher's Telephone: _____

Dates to remember:

Teacher/Parent Confs: _____

End of 1st Trimester: _____

End of 2nd Trimester: _____

End of 3rd Trimester: _____

GRADE TWO Promotion Standards

2008-2009

To earn promotion a student must have a score of at least 10. This metric is intended for use by student and staff at any given time throughout the school year to assess progress.

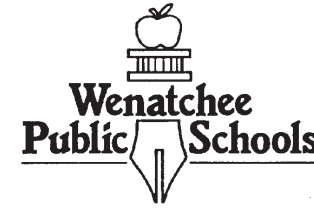
4 ABOVE STANDARD: Superior Performance	0-4 ABSENCES/ TARDIES	DEVELOPMENTAL READING ASSESSMENT [DRA — LEVEL: 29+]	EXEMPLARY CLASSROOM-BASED EVIDENCE OF STUDENT GROWTH MOSTLY 4'S	URNS IN EXTRA WORK
3 MEETS STANDARD: Solid Academic Performance	5-10 ABSENCES/ TARDIES	DEVELOPMENTAL READING ASSESSMENT [DRA — LEVEL: 28]	CONSISTENT CLASSROOM-BASED EVIDENCE OF STUDENT GROWTH MOSTLY 3'S	REGULARLY URNS IN WORK
2 WORKING TOWARD STANDARD	10 OR MORE ABSENCES/ TARDIES	DEVELOPMENTAL READING ASSESSMENT [DRA — LEVEL: 20- 27] Light's Assessment indicates possible retention	SOME CLASSROOM- BASED EVIDENCE OF GROWTH MOSTLY 2'S	URNS IN SATISFACTORY WORK INCONSISTENTLY
1 BELOW STANDARD: Little or no Demonstration	15 OR MORE ABSENCES/ TARDIES	DEVELOPMENTAL READING ASSESSMENT [DRA — LEVEL: 19 & BELOW] Light's Assessment indicates retention	LITTLE OR NO CLASSROOM-BASED EVIDENCE OF GROWTH MOSTLY 0-1'S	URNS IN LITTLE OR NO WORK
	ATTENDANCE/ TARDIES	STANDARDIZED SCORES	CLASSROOM-BASED EVIDENCE (Report Card)	WORK ETHIC/ STUDY SKILLS

ANOTHER FACTOR TO CONSIDER IS IF THE STUDENT IS MAKING SIGNIFICANT PROGRESS TOWARD MEETING STANDARD.

Favorite authors for second grade students:

- Barbara Park*
- Mary Pope Osborne*
- James Marshall*
- Eric A. Kimmel*
- David Adler*
- Jan Brett*
- Suzy Kline*
- Rob Roy*
- Peggy Parish*

Wenatchee School District
Graduate Profile
“Prepared to be Contributing 21st Century Citizens”
(Adopted: February 10, 2003)



Students who are enrolled in the Wenatchee School District share a common school experience designed to prepare them to be contributing 21st Century citizens. The graduate profile describes the indicators that provide evidence of this preparation.

Students as Scholar:

Students will have the opportunity to demonstrate their academic scholarship as evidenced by:

- Reading with comprehension, writing with skill, and communicating effectively and responsibly in a variety of ways and settings through all content areas;
- Knowing and applying the core concepts and principles of mathematics; social, physical and life sciences; civics and history; arts and health and fitness;
- Thinking analytically, logically, and creatively, integrating experience and knowledge to form reasoned judgements and to solve problems;
- Understanding the importance of work and how performance, effort and decisions directly affect future career and educational opportunities;
- Understanding, applying, and integrating technology throughout academic studies.

Students as Citizen:

Students will have the opportunity to demonstrate how they can be responsible, contributing members of the community. Evidence includes the student's:

- Knowledge and appreciation of personal and cultural similarities and differences;
- Knowledge of and compliance with school policies and rules;
- Knowledge of local and global environmental issues;
- Knowledge of how to function in social, organizational and occupational systems;
- Demonstration of social responsibility;
- Demonstration of active citizenship in a democratic society;
- Application of working independently, cooperatively and in groups to achieve desired results.

Student as Life Planner:

Students will have the opportunity to discover and to align their educational and career goals. Evidence includes the student's:

- Demonstration and awareness of self-worth and an appreciation of the worth of others;
- Demonstration of a positive work ethic;
- Application of the necessary skills for maintaining good physical, mental and nutritional wellness;
- Demonstration of career exploration and planning in preparation for post high school;
- Demonstration of self-management.

The development of the student as a scholar, a citizen, and a life planner will be accomplished through the student's entire school experience and demonstrated through learning in classes, co-curricular activities, state and district graduation coursework requirements, the Washington Assessment of Student Learning (WASL), career planning, and a culminating project.

—HOW TO USE THIS GUIDE—

Dear Families:

This guide is written to help families understand the Wenatchee School District's grade level standards. These standards are defined by the State's Essential Academic Learning Requirements (EALRs) and the State's Grade Level Expectations (GLEs). Promotion depends upon students meeting these standards.

The opposite page outlines the Promotion Standards for this grade. It describes expectations for attendance, work ethic, test scores, and classroom work. The following pages summarize grade level standards in all subjects. How can you help your child at home? Helpful hints are provided within each section to provide ideas about how you can support your child's learning.

Research shows that parent participation is essential for student success. We also believe that educating our children is a partnership of responsibility between home and school. We want parents involved in the Wenatchee Schools! If you are interested in being a part of your child's education at the building or district level, contact your school principal for more information.

Brian Flones
Superintendent

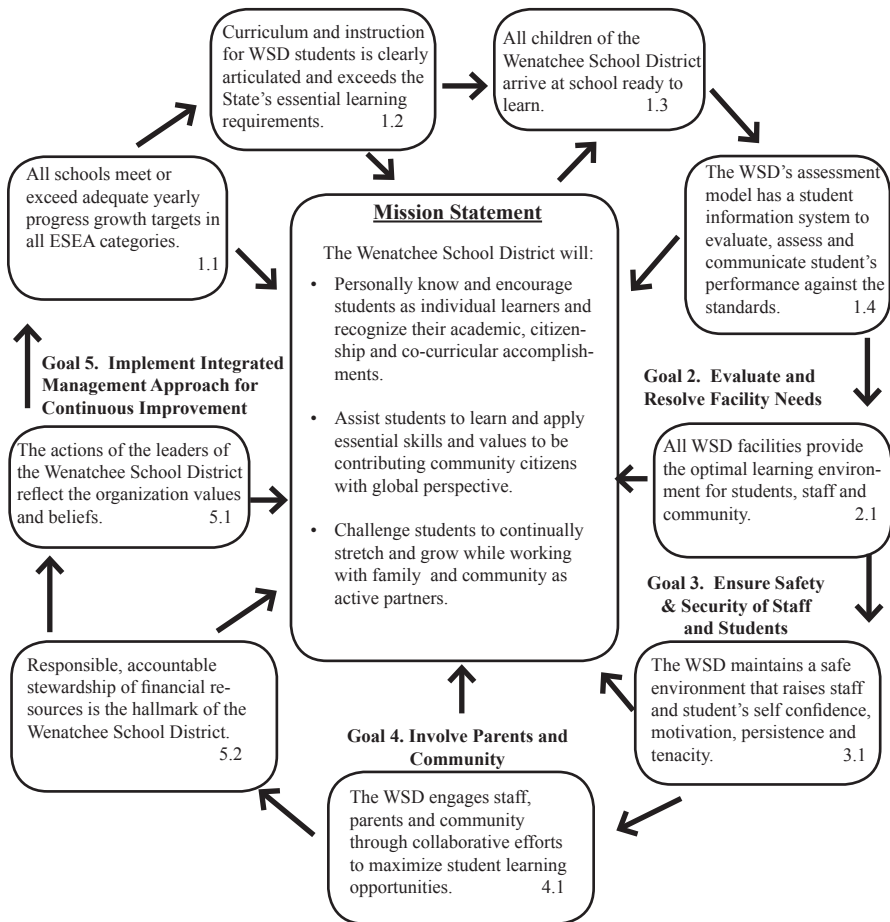
Jodi Smith, Assistant Superintendent
Learning & Teaching Department

Vision Elements



Students will meet or exceed standards when:

Goal 1. Improve Student Achievement



School Board Members -
 Jesús Hernández, President
 Chuck Largent, Vice President
 Laura Jaecks
 Kevin Gilbert
 Walter S. Newman

Brian Flones, Superintendent

Second grade music students will be able to identify and use music vocabulary and concepts, and apply basic music skills and techniques.

How you can help your child with Music:

- Sing and/or play instruments together.
- Listen to, attend, and participate in a variety of musical activities.
- Obtain videos of musicals suitable for children
- Listen to various recordings of vocal/instrumental performances.
- Discuss how music and the other arts are used in school and the community.

Your child needs to understand and apply Music concepts, vocabulary and skills in order to:

- Read and write rhythms including quarter notes and rests and paired eighths.
- Identify and use crescendo/decrescendo and parts of the staff [treble clef, lines, spaces].
- Identify and perform simple musical forms [i.e. AB, ABA, call-response].
- Identify steps, leaps and repeated notes on a staff.
- Aurally identify harmony as two or more notes sounding at the same time [i.e., simple ostinato, harmony versus unison].
- Sing and match pitch [sol, mi, la].
- Read and clap simple rhythms.

Your child needs to demonstrate the thinking skills used in the artistic processes by:

- Applying a creative process in the music classroom.
- Applying a performing process in the music classroom.
- Applying a responding/reflecting process in the music classroom.

Your child needs to understand how to communicate through music by:

- Expressing ideas and feelings.
- Using the arts for a specific purpose [e.g. tell a story].

Your child needs to make connections within and across the Arts, to other disciplines, life, cultures, and work by:

- Describing specific artwork in the community.
- Identifying examples of arts in the community.

Resources to use at home:

"Music in the Wenatchee School District" <http://mv.wsd.wednet.edu/wsdmusic/wsdmusic.htm>

Local Music Teachers

Music Department Links

Educational Links

- Piano/Vocal/Instrumental

Local Music Events

Local Musicians

Local Music Stores

Visual Arts

Second grade students will be able to identify and use visual arts vocabulary and concepts, and apply basic skills and techniques.

How you can help your child with Visual Arts:

- Display artwork around the home and workplace.
- Keep a variety of art materials available.
- Encourage safe use of material and clean-up practices.
- Do art projects with your child.
- Talk about the art objects in your home.
- Sign, date and save some artwork in a folder.
- Visit online galleries, museums and cultural events.

Your child needs to understand and apply Visual Arts concepts, vocabulary and skills in order to:

- Identify and demonstrate different line qualities, e.g. thick/thin.
- Identify and use warm/cool colors.
- Identify and use repetition in artwork.
- Use texture in two and three dimensional work.
- Vary pressure, placement and direction of tools with control.
- Use one type of tool to create different visual qualities.
- Create space in artwork using overlap and relative size.

Your child needs to demonstrate the thinking skills used in the artistic processes by:

- Applying a creative, performing and responding/reflecting process to Visual Art.

Your child needs to understand how to communicate through visual art by:

- Combining geometric and organic shapes to create free form shapes.

Your child needs to make connections within and across the Arts, to other disciplines, life, cultures, and work by:

- Describing the features of a specific artists or culture's art.
- Describing career roles in Visual Art and demonstrating the skills used in the world of work.

Resources to use at home:

Office of Superintendent of Public Instruction at <http://www.k12.wa.us/curriculumInstruct/arts/>
Wenatchee School District web site at <http://home.wsd.wednet.edu/>

Dance and Movement

How you can help your child with dance:

- Encourage active participation, both in and outside of school.
- Reinforce proper audience etiquette.

In Dance your child needs to be able to:

- Demonstrate rhythm in movement sequences.
- Move through space to the music tempo forming a variety of body shapes.
- Perform simple dances in small groups such as: Hokey-Pokey, La Raspa, Bunny Hop, etc.

Resources to use at home:

www.pecentral.org
www.christylane.com
www.aahperd.org/nda

Technology

As citizens of the 21st century, we use technology as a normal part of everything that we do. Continuing into the next decade, technology skills will mean far more than simply programming cell phones or composing letters on desktop computers, and student knowledge of technology must grow, too. For example, electronic applications, data-based presentations, and Internet information literacy have become an expectation of high school graduates almost everywhere. Wenatchee School District students at each grade level, therefore, are required to meet technology skills standards that are integrated into specific content areas.

By the end of second grade, your student must be able to:

- Use mouse and arrow keys.
- Read electronic information at grade level.
- Present to a group using electronic visual aids.
- Collect, organize, and display data using electronic tables, bar graphs, pictographs, and/or Venn diagrams.

The Internet is a valuable and beneficial tool that has become widely accessible to people of all ages. The vast array of information and services available on the Internet is staggering. However, as with any activity, Internet use has certain risks. We need to be aware of the risks in order to help our children use the Internet properly and safely. The following are links to Internet safety resources for you and your student:

- Students – <http://www.amdsb.ca/InternetSafety/StudentTips.htm>
- Parents – <http://www.amdsb.ca/InternetSafety/ParentTips.htm>

Curriculum-related Internet resources to use at home:

Internet 4 Teachers – For Use as Independent Skill Activities

- http://www.internet4classrooms.com/skills_2nd.htm

Interactive Skill-based Curriculum _Activities and Games for Students

- http://www.forsyth.k12.ga.us/sbeck/interactive_curriculum_sites.htm

Getting Students Connected – Educational Resources and Internet Activities for Students

- http://www.gsc.amdsb.ca/grade_2.htm

Picadome Interactive

- <http://www.picadome.fcps.net/lab/interactive/primary/primary.htm>

KidPort

- <http://www.kidport.com/Grade2/Grade2Home.htm>

Philosophy Statement for Reading, Writing and Communication

Reading, Writing and Communication in the Wenatchee School District is based on the belief that curriculum development is a constant process of evolution and implementation. This process is learning-centered, with students and teachers working together to support and develop each other's inquiry and understanding. The classroom is, therefore, a community where learners are encouraged to take risks in a nurturing environment that engenders ownership. Within this environment, language is recognized not only as a means of communication, but also as a means of personal and content knowledge development. Language is not only what is studied and learned; it is also a major mode of learning.

District Reading/Writing/Communication Program Goals

1. Reading — Understand, evaluate, and appreciate written information in literary and technical writing.
2. Writing — Understand the writing process and use it effectively in a variety of forms.
3. Speaking — Speak effectively in various situations to entertain, to persuade, to respond, and to inform.
4. Listening — Actively listen for the purpose of processing and responding to a variety of presentations.

Social Studies

Second grade social studies student will study communities.

How you can help your child with social studies:

- *Visit local museums and government buildings.*
- *Involve your child in community celebrations.*
- *Involve your child in a recycling project.*
- *Talk to your child about what acceptable behavior in public looks like.*
- *Teach your child how to introduce themselves to other people.*

By years end, your child will be able to:

- Understand that there are many different types of communities.
- Understand how communities are formed.
- Understand how communities change over time.
- Understand that different crops grow in different environments. This includes understanding the importance of apples.
- Understand that natural resources create recreational opportunities.

Resources to use at home:

Washington Apples: www.bestapples.com/kids/index.html

Washington Apple Country: www.appleorchardtours.com/hist14.htm

Washington Apple Commission: www.heartofwashington.com/consumer/apples.html

Health and Fitness

How you can help your child with health:

- *Discuss bicycle safety practices & reinforce ways to prevent injuries.*
- *Practice emergency drills and procedures for your home.*
- *Include your student in meal planning and preparation.*
- *Model positive communication skills.*
- *Discuss and demonstrate respect for cultural diversity*

In **Health** your child needs to be able to:

- Understand the concept of responsible personal health habits.
- Choose healthy foods and plan healthy meals and snacks.
- Know the benefits of healthy choices, including safe touching.
- Identify sources of help at home, school and community.

How you can help your child with fitness:

- *Provide opportunities to create movement sequence.*
- *Practice throwing, catching, kicking, dribbling and hitting skills.*
- *Organize a family exercise time using warm-up and cool down times.*
- *Encourage play with children of other cultures, genders, and abilities.*
- *Attend a sporting event and discuss good sportsmanship.*

In **Fitness** your child needs to be able to:

- Use concepts of space awareness and movement to control motion.
- Sustain activity for longer periods of time.
- Be able to locate his/her pulse.
- Use equipment & space properly while displaying cooperation.
- Demonstrate the elements of conflict resolution during games.

Resources to use at home:

www.pecentral.org

www.eatsmart.org

www.americanheart.org

www.keepkidshealthy.com

Reading

Second grade reading students use comprehension and vocabulary to read a wide variety of books. They read smoothly and with expression. They show their understanding of books by using evidence from stories to support their thinking. They continue to develop their habit of reading for pleasure.

How you can help your child with reading:

- *Read to and with your child daily and talk about the characters, setting and problem/solution of the story. Ask questions like: "What is the problem and how is it solved?"*
- *Help your child read smoothly and with expression. Ask questions like: "Can you read that like you talk?"*
- *Talk to your child to develop his/her vocabulary.*
- *Use the internet to find suggested reading list (scholastic.com).*

Your child needs to understand and use skills and strategies to read:

- Uses phonics to figure out words they don't know.
- Recognizes grade level sight words (after, could, very).
- Reads grade level stories aloud smoothly and with expression.
- Understands and uses new vocabulary words.

Your child needs to understand the meaning of what is read:

- Retells stories in order and explains the problem and how it is solved.
- Shows comprehension using main ideas and supporting details.
- Describes the characters and setting of the story.

Your child needs to read different materials for a variety of purposes:

- Chooses appropriate books to find information.
- Reads important words to perform a task (math problem solving, multi-step directions).
- Listens to, reads and discusses stories about different cultures and traditions.

Your child needs to set goals and evaluate progress to improve reading:

- Sets reading goals and makes a plan to meet goals.
- Records reading progress on a chart.

Resources to use at home:

Magic Tree House books (school & public library)

Frog and Toad books – Arnold Lobel

Poetry books – Shel Silverstein

Writing

Second grade writing students write more detailed stories. Their stories follow a sequence and include more than one event. They plan their writing and make decisions about the words they choose. Their sentences start in different ways. They are able to write fiction and nonfiction pieces. They are able to find mistakes in their writing and fix those mistakes.

How you can help your child with writing:

- *Encourage your child to write notes, telephone messages, greeting cards, letters, and journals. Say things like: "It's Grandma's birthday, let's make a card."*
- *Let your child use a computer to write.*
- *Talk with your children about the sort of writing that they're doing at school.*

Your child needs to understand and use a writing process:

- Uses a plan to write a draft of multiple sentences or several paragraphs over time.
- Uses student and teacher suggestions to clarify and change writing.
- Uses a simple check list for editing (capitals, periods, spelling).

Your child needs to write in a variety of forms for different audiences and purposes:

- Writes stories, instructions, rhymes, and letters.
- Understands that writing changes for different audiences.
- Writes to tell stories, explain or respond to literature.

Your child needs to write clearly and effectively:

- Maintains focus on one topic and includes supporting details.
- Organizes writing showing beginning, middle, and end with transition words.
- Writes legibly.
- Spells grade level words correctly and uses grade level spelling rules and patterns.

Your child needs to analyze and evaluate the effectiveness of written work:

- Looks at own writing and sets goals with teacher.

Resources to use at home:

Crayons, pencils, papers, note cards, markers and books
Age appropriate drawing books

Science

Force and Motion Unit:

Learning Goal: Predict and describe how different forces will cause things to move (eg. pushing and pulling, gravity, magnetism).

Activities: Play with magnets, drop objects from different heights and of different sizes, and push child on a swing.

Questions: How do magnets react with metal objects? Other magnets? Non-metal objects? What do you think will happen if you drop a book and a ball of paper side by side?

Learning Goal: Observe and classify things that move in many different ways (ie., back and forth-swing, clock, door, fast and slow-car, skateboard, ball, round and round-wheel, spinning top, straight-marble, rubber band, kicked soccer ball).

Activities: Play with yo-yos, spinning toys, go bowling or ice skating, watch a soccer game.

Questions: How do soccer players move the ball? How does a Ferris wheel move? Will bouncing a basketball be different than bouncing a bouncy ball? What things can move fast?

Life Cycle of a Butterfly Unit:

Learning Goal: Observe and describe the life cycle of an animal (egg-caterpillar-cocoon-butterfly).

Activities: Check out a book about moths and butterflies, look at different insects and talk about what stage of the life cycle they are in.

Questions: What do butterfly eggs turn into? What is a cocoon? How are butterflies different from moths?

Learning Goal: Describe in detail that living things are made of small parts that go together (eg., legs, wings, body, antenna, eyes).

Activities: Observe living things in your yard and discuss their parts, make a model of an animal and label the parts.

Questions: What do butterflies use antenna for? What do butterflies use to move? (legs and wings).

Resources to use at home:

"Pebble in My Pocket" by Merideth Hooper

"Sylvester and the Magic Pebble" William Steig

"Mirette on a High Wire" by Emily Arnold McCully

"Force and Motion" by Lafferty

"Waiting for Wings" by Lois Ehlert

"Are you a Butterfly" by Judy Allen

"Forces Make Things Move" by Kimberly Brubaker Bradley

Visit Confluence State Park sandy beach

Science

Second grade science students expand their investigation skills. They use their prior knowledge to begin making predictions and finding patterns based on careful observation. A second grade student will look at and examine more closely the natural world by classifying based on properties and describing characteristics of living and nonliving things. They begin to look for patterns in the natural world.

HOW CAN YOU HELP YOUR CHILD WITH SCIENCE:

Pebbles, Sand, Silt and Fossils Unit:

Learning Goal: Sort and classify rocks based on size, texture, shape, and color.

Activities: Take a walk in your neighborhood and collect 10 rocks and put them in groups, check out books about rocks.

Questions: How are rocks the same? What makes each of your rocks different?

Learning Goal: Describe how rocks can break down to form pebbles and sand (eg., water running over rocks, stream bed, waves crashing against rocks).

Activities: Visit Wenatchee Sand and Gravel to see different sizes of rock material, go to the river and search for different size rocks, visit beaches and build sand castles.

Questions: What are different sized rocks you can think of? How can we use sand? Where do we find pebbles and sand?

Learning Goal: Observe and describe how fossils are similar to living things (eg., leaves, shells, bones).

Activities: Visit the Wenatchee or Cashmere museum to see fossils, make fossils- cover a shell half way with play dough and let the play dough dry then remove the shell and observe the impression.

Questions: What does the fossil look like that is living? How are fossils found? How do fossils form in nature?

Communication

Second grade communication students continue to listen for longer periods of time. They show their understand of listening by drawing conclusions and summarizing. Students choose different words and tones according to who they're talking to and the topic. They show respect for others and present their ideas clearly.

How you can help your child with Communication:

- *Talk with your child about everyday activities.*
- *Have your child practice listening and following oral directions. After giving your child directions, ask, "What is the first thing you need to do?"*
- *Encourage your child to speak clearly and in complete sentences. Ask questions like, "Can you tell me more about that?"*
- *Have conversations with your child about one topic at a time.*

Your child needs to use listening and observation skills and strategies to gain understanding:

- Listens and pays attention in group activities for 15-20 minutes.
- Retells a story using character, setting, problem, events, and solution.
- Identifies fact, fiction and opinion with teacher help.

Your child needs to use communication skills and strategies to interact/work effectively with others:

- Uses language that is respectful of others' feelings.
- Shows respect to the speaker by listening and clapping when appropriate.
- Participates in a group to complete a task.

Your child needs to use communication skills and strategies to effectively present ideas and one's self in a variety of situations:

- Supports ideas with three details.
- Speaks clearly using adult grammar.

The student analyzes and evaluates the effectiveness of communication:

- Sets goals about participating in group discussions.
- Gets feedback from teacher and students about an oral presentation.

Resources to use at home:

Family board games that involve talking

Mathematics

Second grade math students will be working on number sense, measurement, geometry, algebraic sense, probability/statistics and problem solving through: math problems, thematic investigations, exploration, calendar activities, guided practice and Home Connections (math activities completed at home).

How you can help your child with Math:

- *Play Battleship, Monopoly, Connect Four, Uno, Yahtzee or any other game that requires keeping score, counting, or using money.*
- *Practice addition & subtraction facts through 18 (9+9).*
- *Talk with or include your child as you use math in your daily life (e.g. shopping, cooking, building, activity/party planning, etc.)*
- *Look at and discuss charts/graphs from newspapers and magazines*
- *Make it a priority to help your child with his/her homework (e.g. practicing addition facts, playing math games, completing worksheets).*

In Number Sense:

- Your child needs to understand place value (1's, 10's, 100's).
- Your child needs to be able to solve addition and subtraction problems through 18.
- Your child needs to be able to solve real life addition and subtraction story problems.

In Measurement:

- Your child needs to be able to measure items with non-standard (paper clips, cubes) and standard (ruler, meter stick) units.
- Your child needs to be able to tell time to the half hour.

In Geometry:

- Your child needs to be able to sort and describe characteristics of 2-dimensional geometric shapes.
- Your child needs to be able to draw and describe symmetry (if a figure can be folded so that the two halves match exactly).

Mathematics

In Probability & Statistics:

- Your child needs to be able to build and interpret bar graphs, tables, and venn diagrams.
- Your child needs to be able to identify a question that could be answered from a graph or table (e.g. How many more students liked apples than oranges?).

In Algebraic Sense:

- Your child needs to be able to use number sentences (with symbols and labels) to represent real-world problems.
- Your child needs to be able to create and extend patterns of addition and subtraction.
- Your child needs to be able to solve an equation with an unknown (e.g. $5 + \square = 11$).

In Problem Solving & Communication:

- Your child needs to be able to use a variety of strategies and approaches to solve real-life problems.
- Your child needs to choose appropriate tools to find a solution to problems.
- Your child needs to be able to explain the solution to a problem verbally or in writing.

Resources to use at home:

Use your school website! To get to your school website, you can start at the district homepage at: home.wsd.wednet.edu

"Math to Learn" (a mathematics handbook) – available in English and Spanish at local bookstores / educational supply stores

Online (virtual) manipulatives (math tools) website: nlvm.usu.edu/en/nav/vlibrary.html

Website: games.funschool.com

Website: www.funbrain.com

Website: www.internet4classrooms.com/skills_2nd_math.htm