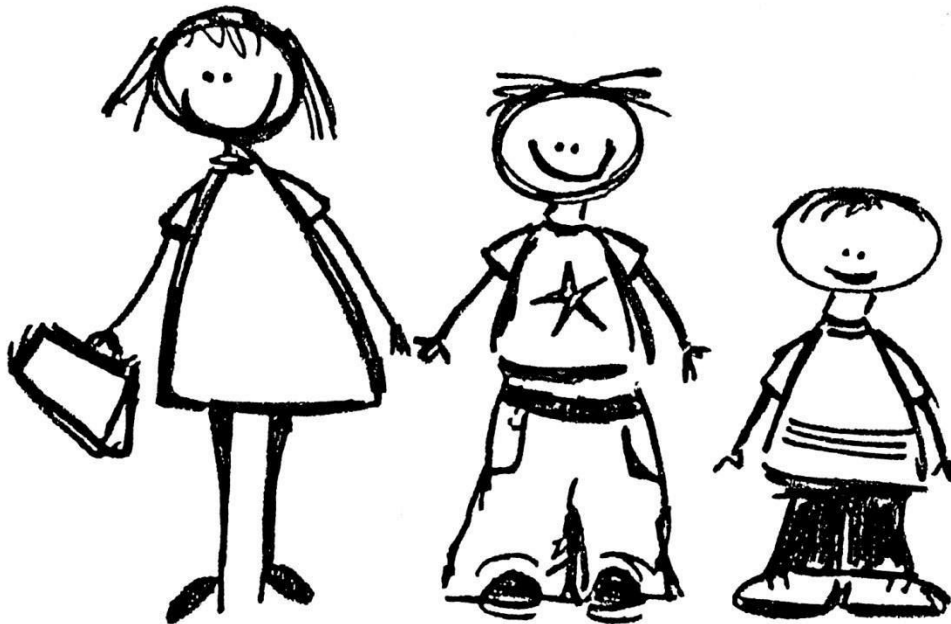


Level 2 Handbook

1st and 2nd Grade

Mrs. Sandra Sherman

2020 - 2021 School Year



Introduction

This handbook was created to help you and your child familiarize yourselves with the major components of Level 2. Please read this handbook and keep it as a reference for the entire year.

Communications

School Phone Number: 928-776-1212

(dial ext. 102 to leave Mrs. Sherman a voicemail)

School Website: www.willowcreekcharter.com

Class Website: <https://sites.google.com/willowcreekcharter.com/level2/home>

Email: Level2@willowcreekcharter.com

Reminders for School

- School begins at 8:15 and ends at 3:00. There is no school on Friday.
- Please make sure your child has their yellow take-home folder, school calendar, water bottle with a no spill lid and lunch in their backpack every morning.
- Please send a healthy snack to school everyday. Students learn better when they have nutritious meals. **No soda or candy please! Water only** because kids often spill!
- We do not have the ability to heat up your child's food for snack or lunch.
- Label anything and everything your child brings to school (backpacks, lunch boxes, jackets, etc.)
- For safety reasons we ask that your child only wear close-toed shoes to school, please no sandals or "high-heeled" shoes.
- If you are sending money to school with your child, please put it in an envelope with the child's name and reason.
- Toys are not permitted at school (unless there is a special share day or toy party). All toys brought to school will be kept in Mrs. Sherman's special drawer until the end of the day.

Level 2 Behavior Plan

Willow Creek Charter School staff has been trained in *Love and Logic in the Classroom*. There are few rules in my classroom. I believe that all children are different and effective discipline involves a few overriding guidelines rather than a long list of specific rules. In my classroom, situations are dealt with as they arise with the focus on enabling the child to grow and learn from their actions.

Guidelines for student behavior:

1. Behavior will not be disruptive, disrespectful, hurtful or harmful.
2. If a student has a problem, they may solve it in any manner that does not cause a problem for or hurt anyone else in the world.
3. "I can't" will not be accepted, but will be replaced by "I will try." or "I will do my best."
4. Unkind words and actions will not be tolerated.

Guidelines of my reactions to student behavior:

1. I will not react with anger or haste.
2. I will provide consequences that allow the child to experience the results of a poor choices, enabling them to make better choices in the future without the child being humiliated or demeaned.
3. I will proceed in the best interest of the child academically, socially and emotionally.
4. I will guide students toward personal responsibility and decision-making skills they will need to function in the real world.
5. Consequences will be designed to fit the problems of individual students and may be different even when the problems appear to be the same.
6. I will document all student behavior throughout the year.

*Fair isn't everybody getting the same thing.
Fair is everybody getting what they need to be successful.*

Behavior: Level 2 will use a positive reinforcement system called Brag Tags where throughout the day the students have an opportunity through behavior and academics to earn achievement or Brag tags to add to their necklaces throughout the year. If the student should make a poor choice they will receive a "Think About It" chip. If a student receives 3 "Think About It" chips they will use some of their recess or a fun non-academic activity time filling out a "Think About It" sheet that will have to be signed by a parent.

Work Completion: If students cannot focus and complete independent work in a timely manner, they will have to use recess or fun non-academic opportunities to complete that work. If work is not completed 2 days after the due date the student will receive a 0 for that assignment in the gradebook. Students will receive 2 days to complete work from absences. If not completed in those 2 days the student will receive a 0 in the gradebook for that work.

Take-Home Folders and Calendar Planners: These items will be brought to and from school everyday. It is an easy way for me to communicate between home and school. One side is designated for "bring back to school" where homework and things that need to be signed and returned will be. The other side is "keep at home" where student work and information will be sent home for you to remove and keep. In the Calendar Planners will be information we covered that day and upcoming due dates and events. Please check and initial every night!

Homework: Students will receive their homework pack every Thursday. The pack will be due the following Thursday. This pack will include a fluency passage, spelling words, language arts activities and math activities. Please make time with your child each night to have them read the passage to you and complete the assignments. This homework directly aligns with what is being taught in the classroom and will be part of your child's grade.

Student of the Week: Each week until all students have had a turn there will be a new student of the week. I will send a letter and an "All About Me" poster home to that student in advance. The student is encouraged to fill out, color, decorate, and even include pictures on the poster and return it to school the Monday of their special week. On that Thursday they are permitted to bring in a "share sack" which can contain three things that they want to share with the class.

Overview of the Curriculum

WCC strictly follows the Arizona State Core Standards.

Language Arts Program: *SRA Imagine It!*

Math Program: *My Math*

Science: HMH Science Dimensions

Social Studies and other instruction are created by a variety of resources.

Language Arts:

- Ask and answer questions about key details in a text
- Retell different types of stories and understand a central message or lesson
- Describe characters, settings, major events, and the overall structure of a story
- Identify words and phrases that appeal to the senses and supply rhythm in a story
- Explain differences between fictional and non-fictional texts
- Identify who is telling the story at various points in a text and their point of view
- Compare and contrast characters and their experiences and how they respond to events and challenges
- Demonstrate understanding of spoken words, syllables, and phonemes
- Know and apply grade-level phonics and word analysis skills in decoding words

- Read at grade level with sufficient accuracy and fluency to support comprehension
- Write opinion pieces, informative/explanatory texts, and narratives
- With guidance and support, edit and publish their pieces

Mathematics:

- Represent and solve problems involving addition and subtraction
- Understand and apply properties of operations and the relationship between addition and subtraction
- Add and subtract within 20
- Work within addition and subtraction equations
- Work with equal groups of objects to gain foundations of multiplication
- Extend the counting sequence to 120
- Understand place value
- Use place value understanding and properties of operations to add and subtract
- Measure and estimate lengths indirectly and by iterating length units
- Tell, write and work with time and money
- Represent and interpret data
- Relate addition and subtraction to length
- Reason with shapes and their attributes