



# Welcome To 2nd Grade!

2024-2025

Mrs. Dahlheimer - Room 5

## Curriculum

Students will participate in the following subjects:

- \*Religion
- \*Language Arts:  
Reading, Foundations  
(Phonics/Spelling),  
Grammar, Writing
- \*Math
- \*Science/Social Studies
- \*Specialty Classes (see  
schedule below)

## Homework

- \*Complete and return all  
Fundation packets for  
each unit by the date due.
- \*Study spelling words and  
prepare for each unit  
assessment.
- \*Practice reading for 10  
minutes, at least two  
times weekly, using a  
variety of book choices.
- \*Use Xtra Math to practice  
math facts for 10 minutes,  
at least two times weekly.

## Special Events/Activities This Year

- \*First Reconciliation
- \*First Communion
- \*Cursive Handwriting

## Responsibility Is Important

Second graders will work on becoming more responsible this year. Some examples are:

- \*Coming to school prepared by having necessary items such as agenda book, folder(s), library books when due, completed homework, water bottle, snacks...
- \*Checking their folder(s) each morning and turning in papers &/or other items...
- \*Using their agenda book to write notes, reminders, spelling words...
- \*Making individual choices, taking ownership of mistakes, and working with classmates.

## Things To Know

\*Students may arrive and go directly to their classroom as early as 7:30 am, but should be in attendance no later than 7:55 am or will be considered tardy.

\*Students should bring a morning & afternoon snack, full water bottle, their blue "Daily folder", and Agenda to school each day.

\*Please help your child pick their lunch choice the night before when planning to purchase a lunch the following day. We eat lunch from 11:09-11:29.

\*Dismissal is at 3:05 pm. We will exit through the main entrance of the school. If your child's usual dismissal routine differs, please email me as soon as possible or call the office.

\*When absent for illness make-up work will be given upon return, or earlier if time permits. For vacation absences, make-up work will be given upon return only.

## SUPER SECOND GRADERS

1. Dominic A.
2. Gavin B.
3. Thomas B.
4. Madelyn D.
5. Ellie F.
6. Nolan F.
7. Gino G.
8. Paige G.
9. Amelia L.
10. Molly L.
11. Lucci L.
12. Zach M.
13. Delaney O.
14. Charlie S.
15. Timmy S.
16. John S.
17. Paula S.
18. Elizabeth S.
19. Luna T.
20. Vinny T.
21. Audrey W.

11 girls  
11 boys  
21 Total

## Specialty Classes & Mass

### Monday

\*Music

\*PE  
(wear PE uniform  
unless otherwise  
noted)

### Tuesday

\*Computer

\*Art

### Wednesday

\*All School Mass

\*PE  
(wear PE uniform  
unless otherwise  
noted)

### Thursday

\*Spanish

### Friday

\*Library  
(return books weekly)

# Important Classroom Information and Procedures:

## Folders:

- Blue “Daily” Folder - Students should bring their Daily Folder home everyday and back to school the next morning. This will be your child’s main folder and used for most things sent between school and home.
- Green “Graded” folder - Graded folders will be sent home at the end of most weeks and will contain papers and assessments your child has completed for a grade. Reviewing with your child any errors they made is beneficial and can help improve future learning. **Please keep all graded papers at home and return empty folders the next school day or beginning of the following week.**

## Agenda Books:

Agenda books are used most days and should also be brought back and forth between school and home everyday. It is not necessary to sign or initial agenda books, however, please check them daily for information your child has written and to see how their day has been.

## Classroom Management:

Students learn responsibility for individual choices as well as how to work together with their classmates to earn rewards.

- **Individual Rewards:** Reward tickets are used to help students stay on track individually and make good choices. Many opportunities are given to earn these tickets throughout the day, with “rewards” given when students have reached their individual goals. A small dot in their agenda book represents a good day and can also earn them a special sticker at the end of the week.

Tickets can also be lost for inappropriate choices. Please keep in mind several chances are given before students lose a ticket. If three tickets in a day are lost students will be given a consequence as well as lose their agenda book dot for that day. Should your child have a difficult day, I will write a short note in their agenda or send an email, when necessary, with an explanation.

Some examples of consequences may result in an apology note, a portion of recess missed, a discussion with the teacher and/or other students involved, and how improvements and better choices can be made. It is important to understand that everyone makes mistakes at times. Growing and learning from our mistakes is important, along with remembering that each new day is a fresh start.

- **Class Rewards:** To help the class stay on track a “pop-it” board is used. “Pops” and “unpops” can be gained or lost throughout the day as students work towards class goals. Once the class has reached their goal they will earn a surprise, before beginning again.

## Birthdays:

Time to celebrate! Students may dress out of uniform for their birthday! Summer birthdays can be celebrated on the student’s half birthday and weekend birthdays the Friday before, on most occasions. Please reach out through email to confirm your child’s out of uniform day. There are times that may require a different day to be chosen.

## Homework:

Working on skills at home, in addition to school, is beneficial and can help students learn good study skills as well as gain a better understanding of the material presented in class.

- **Reading:** Students should read for 10 minutes, at least two times a week. Books may be read out loud or independently and be picture books, chapter books, books from home/school/a public library, or any other books your child finds enjoyable.

A small paper book, on or close to your child's reading level, and a short quiz that goes with it are also sent home most weeks. The paper books and quizzes are optional and can be used as additional resources for your child to complete their reading homework. Quizzes returned completed will receive a sticker.

An explanation page will also be sent home regarding reading homework with your child's first upcoming leveled paper book.

- **Foundations:** The Foundation program is used for phonics and spelling. There will be a packet sent home for each unit with a parent letter explaining the skills being taught. Please complete and return the Foundation packet for each unit by the date due. Unit 1 has already been sent home with an overall explanation page, an orientation to the program as well as an explanation regarding Unit 1. For additional information please see the attached page labeled "More On Foundations".
- **Spelling:** Ten spelling words, associated with Foundations, will be given for each unit. Please study these words in preparation for each unit assessment. Students will write each set of words in their agenda book. Spelling words, along with the assessment date, will also be listed on the Weekly Newsletter sent home through email. A copy of the newsletter will also be uploaded to my QAS website for reference if needed.
- **Math Facts:** Xtra Math, a program that helps in math fact fluency will be used. Students should use the Xtra Math program for 10 minutes, at least two times a week to prepare for weekly assessments. Other math fact resources can also be used for additional practice.

A math worksheet, associated with the skill we are working on, will also be sent home most weeks for extra practice. These are optional and can be kept at home or returned completed for a sticker.

An explanation page will also be sent home regarding math homework along with your child's upcoming Xtra Math login instructions.

## Stay In The Know!

At the end of most weeks you will receive an email, most often on weekends, with a "Weekly Newsletter" attached. This is intended to keep you up to date on upcoming skills, calendar information, and other important notes and reminders. A copy of the Weekly Newsletter will also be uploaded to my QAS website.

To access my QAS website and find additional information pertaining to school and second grade please go to [qasschool.com](http://qasschool.com). Please click "About", "Faculty", "Elementary School", and "Mrs. Dahlheimer-2nd Grade" to view.

---

## **Contact Information:**

Please do not hesitate to contact me at [dahlheimerk@gasstl.org](mailto:dahlheimerk@gasstl.org). Gmail is the best way to reach me. I check my email as much as possible throughout the day, after school, and sometimes in the evenings. I will do my best to get back to you in a timely manner.

---

## **More on Foundations (Phonics/Spelling):**

### **What is Wilson's Foundations?**

A researched-based program that uses a systematic and explicit approach to teaching phonics. It will teach specific phonics rules that will help students build a strong foundation for reading.

### **How is this different from phonics in years past?**

With Foundations, students will learn specific letter sound rules so they will be able to sound out words that follow that phonics pattern.

### **What is a Trick word?**

You may know them as sight words, but Foundations calls them "trick words". "Trick words" have a word part or parts that break the rules. For example, does. A common misspelling is d-u-z. Extra practice of writing and talking about what sounds break the rules will help students learn "trick words".

### **What do the assessments look like?**

At the end of each unit there will be an assessment. Students will identify a letter or letters that make a specific sound as well as sound out words that follow the learned rule and then mark the word (What type of syllable? What type of vowel? Any blends or digraphs?). They will also write two trick words as well as a sentence that will be dictated. Each word in the sentence will be a word they can sound out or should be familiar with.

### **How can I help my child?**

Be open to learning something that may be new to you, too! Assist your child with the homework packet. When your child is reading to you, encourage them to sound out the unknown words. The more you practice together, the more comfortable you will feel with this.

### **Helpful tips:**

- \*Refer to the Foundations homework packet
- \*Read through the parent explanation page at the beginning of each homework packet

## **How else can you help your child have a successful school year?**

- ★ Read to your child (this helps your child learn how to read with expression as well as hear how reading with fluency sounds)
- ★ Have your child read to you
- ★ Ask your child about the best part of their day, inviting open discussions and communication
- ★ Play board games & card games
- ★ Encourage your child to practice life skills: shoe tying, opening/closing containers, folding clothes, making a bed, counting change...
- ★ Talk positively about school and classmates (at times these little ears hear more than we think)
- ★ Give time for unstructured play (this helps build creativity and helps with the ability to be confident in expression)

**Together we can make this year AMAZING!!!**

**Mrs. Kimberly Dahlheimer**