Ellen Woodside Elementary

Second Grade Syllabus 2026-2027

Teacher:	Culbertson	**Room:**	1741
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Daily Schedule

Mrs. Culbertson's Schedule 2026- 2027

Mrs. Culbertson's Schedule 2026 - 2027

7:30- 8:00	Morning Work/News Show	Math 4 today/Grammar
8:00 - 8:15	Morning Meeting/Read Aloud/Leader in Me	Tues/Book Trailer Fri/First Chapter Fri Week A Library
8:15-8:50	Reading Horizons Skill check/Amira	Small groups
9:25-9:55	RTI	Tyler/MaLaysia
8:50-9:35	Writing Workshop	Mini lesson Conferences Small groups ELA-resource
9:35-10:25	Math	Whole group/skill/small groups Math-Resource
10:25-10:45	Recess	Miller/Strawn
10:45-11:00	Read Aloud/Vocabulary/Grammar	
11:05-11:30	Lunch/Restroom Break	Line A/ Table 1
11:35-12:20	Reading	
12:25-1:10 12:20-1:20 12:35-1:20 12:05-12:50	**Related Art** Monday –Leader Lab-Addington Tuesday –STEAM-Fitzgerald Wednesday –Music 2- PLC/Planning Thursday – Art 2 Friday – PE 2	**Tuesday** (8:15-8:45) Week A Library **Guidance** once a month **Wednesday**- PLC-Planning 60min.
1:10-1:40	Science/Social Studies/Health	Speech
1:40-2:15	Small group/Read Aloud/Cat time/Word Work/Phonics/Grammar/ Study/Snack	Fluency Groups Book Clubs Shared Reading
2:10/2:15	Dismiss	Duty on Friday

Classroom Expectations

Rules for Student Behavior

The goal for student behavior is for the student to develop self-discipline. Students are expected to respect themselves and others. Students will take responsibility for their actions and learn to make wise choices. As the teacher, I will model appropriate behavior and wise decision-making. The students and I developed three rules that are necessary to create an environment that is conducive to learning.

1. Respect others. (use soft inside voices, being polite and kind to others, caring for the classroom, listen actively and follow directions)
2. Stay Safe. (Always push in your chair, keep your hands and feet to yourself, no running, fighting or pushing, walk from place to place, follow playground expectations)
3. Take Responsibility (Be prepared, follow directions, raise your hand, complete your class work and homework, take ownership of your actions, and keep your area clean and organized)
4. When the teacher is talking we zip.
5. We can bring a water bottle, we can bring a snack. We will clean up and wash our hands.

Consequences for Disruptions in Learning of Self or Others:

1. Warning. The student will be verbally reminded of the rules and provided the opportunity to correct the behavior.
2. Structured time outlined by the teacher.
3. Silent, isolated lunch at the end of our table.
4. Students will be sent to another teacher's room for one hour. Missed work will be completed during this time.
5. Referral to the office.

Whole Class Plan

In order to teach the class teamwork and cooperation, students must work together to earn tickets for their house while in the hallways and during related arts. Within the classroom, they are able to earn extra recess by acting responsibly and following directions as a class.

Presentation of Rules and Procedures/Behavior Contract

The rules are posted in the classroom. Also, at the beginning of the school year, we spend the first weeks reviewing the rules and behavior expectations.

Reward System

Students who earn so will receive tickets, treats, stamps, stickers, good notes, etc. Parents can reinforce good behavior at home by complimenting their child on good days.

Communication with Parents

Parents, teachers and students must work together to ensure that each student reaches his/her fullest potential. Communication between home and school is the key to success for every child. Each family will receive:

1. A copy of the classroom discipline plan sent home.
2. A weekly Monday Memo stating the objectives being taught during the week.
3. Telephone calls and / or letters concerning a child's progress or behavior.
4. Invitations to special class and school events.
5. Parent/Teacher conferences held in the fall and spring.
6. Weekly work and grades sent home each Wednesday.

eLearning Guidelines for Inclement Weather

In the case of school closings on a regular school day, students will be expected to participate in eLearning. All students will be assigned times to meet live with teachers on Google Meet and complete assignments throughout the regular school hours on Google Classroom. Please visit Google Classroom and check your parent emails to receive assignments and schedules if inclement weather were to occur.

Assessments/Calculations of Grades: Evaluation of Student Progress

Types of Assessments

A variety of types of assessments are used to evaluate students' progress. Methods of assessment throughout out curriculum include:

Variety of worksheets
Work samples
Projects
Written and oral tests
Anecdotal records
Portfolio entries
Construction and artifacts

Schedule for Major Assessment

Reading Comprehension Tests

A test will be given two to three times per quarter to assess reading ability.

Spelling Tests

5 Spelling tests will be given per quarter, unless notified otherwise.

Math Tests
Math tests are given at the end of each unit.

Social Studies and Science
A wide variety of assessments-based assignments are given including tests and projects at the end of each unit.

Grading Scale
A = 90 – 100
B = 80 – 89
C = 70 - 79
D = 60 – 69
F = 59 or below

Grading Procedures

Math	Science/Health/Social Studies
40% tests	40% tests & projects
60% classwork & participation/homework	60% daily work & observations

Reading	Language Arts	Handwriting
40% reading tests	30% writing assessments	M = meets standards
60% reading skills & participation/homework	60% journals, grammar skills, quizzes 10% spelling tests	P = progressing toward standards

Students Records
Work completed by students will be sent home weekly. Parents have access to student grades through the Parent Backpack, available online. The teacher will also keep a portfolio of student work in the classroom.

Homework Policy
Homework is given for students to practice the skills learned in class. Daily practice at home is essential and will benefit students when graded assessments occur. No more than 30 minutes per night should be spent on homework. Students are also encouraged to work on homework assignments during dismissal. If your child is struggling with an assignment, stop and try again later. Please write me a note and I will assist your child in the classroom. Homework assignments are located on the weekly Monday Memo that is in the daily folder. Homework assignments are due the next school day. I will keep a record of completed homework. Excessive incompletion of homework assignments will result in a phone

call/meeting with parent and child. Incentives will be given to those students who complete all of their homework regularly. Students will also receive free homework passes from time to time.

Missed Work/Make-up Policy

It is district policy that all work must be made up within 5 (five) days of an excused absence. All missed assignments will be stapled together and placed in your child's folder the day he/she returns to school. Make-up work should be completed and returned by the date on the paper (5 days). If you would like to pick up your child's missed work, please let me know at the beginning of the day so that I can have it ready by 2:15 for you to pick up.

Attendance and Tardy Policies

A written excuse for an absence must be presented on the student's first day back to school. If visiting a doctor, please bring in a written doctor's excuse. Accrued absences, excused or unexcused, may NOT exceed 10 days during the school year. More than 10 absences may result in the student not being credited for that school year. Please view school as a priority and see to it that your child attends every day except in cases of illness or emergency.

Likewise, it is important that your child arrive at school **on time**. Instructional time begins at 7:45, therefore, all students must be in the classroom, ready to begin their day by 7:45. I will close my door at the 7:45 bell and take attendance. Students who are not in the classroom will need to report to the office for a tardy note.

Procedures for Non-Instructional Routines

Bathroom

Students are allowed to use the restroom in the classroom throughout the day. They are asked not to go during whole group instruction. When students go to the restroom, they quietly get up from their seat and go to the restroom.

Lunchroom

During lunch, students are not allowed to talk for the first ten minutes. After the first ten minutes, the students have permission to talk quietly to their neighbor. The purpose of having ten minutes of silent lunch is to ensure that the children have time to finish their meal in our allotted lunchtime.

Money

If money is sent to school with your child, please place it in an envelope and write their names, teacher's name, amount of money sent, and what the money is for on the front of the envelope. For example: Wednesday's lunch, Book Fair, Field Trip, etc.

Dismissals

If your child will be dismissed from school in a different way than he or she usually does, please notify the teacher in writing. Please put your name and phone number where you can be reached in case I need to contact you for any reason. All changes in transportation must be handwritten notes. If your child does not have a note in his/her folder concerning dismissal, he/she will be dismissed in their usual way.

Birthdays

Birthdays are fun for us all, but we need to remember to be fair. If your child is having a party, he/she may distribute invitations in class only if everyone receives an invitation or if all boys or all girls are invited. Commercially produced (no homemade) cupcakes, cookies or snacks may be sent in and served at lunch on your child's birthday.

Medication

Greenville County School District does not allow any medication, cough drops, cream, or ointment to be kept in the classroom. If your child needs medication during the school day, please follow the school district's guidelines. These are listed in the Ellen Woodside Student Handbook or you may call the school nurse with any questions or concerns.

Toys

Toys are to be kept at home! If toys interfere with the instructional day, they will be taken away and given back at the end of the day. If it continues, then the item will be taken and not returned until the end of the school year. If a toy is part of the instructional day, a note requesting students to bring them will be sent home. My exception to this rule is fidget toys during dismissal. However, if the toys are interfering with instruction and becoming a distraction, toys will no longer be allowed.

Instructional Materials and Resources/Required Tests

Language Arts/Reading

Reading Series: Into Reading by Houghton Mifflin Harcourt; Amira
Instructional Materials and Resources: Teacher Edition, flipcharts, leveled books, diagrams, story maps, student workbooks, phonics activity book, writing journals, take-home books, literature cassettes and a wide variety of classroom books.

Writing

Series: Zaner-Bloser Handwriting

Instructional Materials and Resources: HMH instructional materials, wall alphabet, journals, Teacher Edition, student workbooks, flipcharts and Word Wall words.

Math

Series: Macmillan McGraw-Hill Mathematics by Macmillan McGraw-Hill Companies
Resources and Instructional Materials: Teacher Edition, student workbooks, Teacher Resource Book, Assessment Guide, Math 4 Today, flipcharts, Spiral Review, English Language Learners Handbook, Problem Solving for Advanced Learners, Problem Solving Success, Performance Assessment, Math Steps Skills Tutorial CD-Rom, scales, clocks, geoboards, geometric solids, hundred charts, unifix cubes, base ten blocks, pattern blocks, tangrams, thermometers, square tiles, coins and rulers.

Social Studies

Series: MyWorld
Resources and Instructional Materials: Teacher Edition, students' texts, big books, student workbooks, and cassettes for each, classroom books, flipcharts, Discovery Education videos, and other enrichment materials. Secondary Source: Neighborhoods and Communities and MacMillan/McGraw-Hill

Science

Series: Carolina Biological 3D
Instructional Materials and Resources: Greenville School District Science Kits, Skills Guide for Teachers (included in Science Kits), flipcharts, Discovery Education videos, Harcourt Science resource books, videos and cassettes, Project Wild Activity Guide, Wild Aquatic Education Activity Guide, Destinations in Science kits, Destination in Science Teacher Edition.

Health

Series: Totally Awesome Health by MeeksHeit
Instructional Materials and Resources: Lesson Plan Binder, students' textbooks, flipcharts and assessment book. Secondary Source: Destinations in Science by Addison- Wesley (Unit F – Body Organs)

Math Long Range Plans Second Grade 2025-2026

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Unit 1- Math is…	**Unit 4-** Meanings of Addition and Subtraction	**Unit 6 - continued**	**Unit 11-** Data Analysis
Unit 2- Place Value within 1,000	**Unit 5-** Strategies to Fluently Add within 100	**Unit 7-** Measure and Compare Lengths	**Unit 12-** Geometric Shapes and Equal Shares
Unit 3- Patterns with Numbers	**Unit 6-** Strategies to Fluently Subtract within 100	**Unit 8-** Measurement and Money **Unit 9/10-** Addition and Subtract Review & Addition and Subtraction with 10 and 100.	**Unit 13-** Proficiency with Power Standards (review)

Reading Long Range Plans Second Grade 2025-2026

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Unit 1- Be a Super Citizen *How can being a good citizen make a difference to others?* ● Informational Text, Personal Narratives, Fantasy ● Central Idea ● Ask and Answer Questions ● Setting ● Monitor and Clarify ● Author's Purpose ● Summarize ● Characters ● Create Mental Images **Unit 2 - Look Around and Explore!** *How does exploring help us understand the world around us?* ● Informational Text ● Author's Purpose	**Unit 4- Once Upon a Time** *What lessons can we learn from the characters in stories?* ● Fairy Tale; Informational Text ● Story Structure ● Make Inferences ● Create Mental Images ● Elements of Drama ● Make and Confirm Predictions ● Figurative Language ● Author's Purpose ● Make Connections ● Cause and Effect **Unit 5- Lead the Way** *What are the qualities of a good leader?* ● Opinion; fantasy ● Ideas and Support ● Figurative Language ● Ask and Answer Questions ● Characters ● Summarize ● Text Features	**Unit 7- Everyone Has a Story** *How do our experiences shape our lives?* ● Opinion; Biography ● Ideas and Support ● Text Organization ● Synthesize ● Text Features ● Monitor and Clarify ● Author's Purpose ● Central Idea ● Create Mental Images ● Setting **Unit 8 - Time to Grow!** *What do plants need to live and grow?* ● Informational Text; Fairy Tale ● Text Features ● Make Connections ● Text Organization ● Characters ● Retell ● Figurative Language ● Story Structure ● Synthesize ● Cause and Effect	**Unit 10 - Many Cultures, One World** *What can we learn from different people and cultures?* ● Informational Text ● Text Features ● Figurative Language ● Make Inferences ● Theme ● Story Structure ● Make and Confirm Predictions ● Central Idea ● Make Connections **Unit 11 - Genre Study: Nonfiction** ● Biography ● Opinion Writing ● Informational Text **Unit 12 - Genre Study: Fiction** ● Realistic Fiction ● Fantasy ● Poetry

• Central Idea • Making Inferences • Content-Area Words • Setting • Make Connections • Connect Text and Visuals • Create Mental Images • Elements of Poetry • Elements of Drama **Unit 3- Meet in the Middle** *How can people work out disagreements?* • Informational Text; Realistic Fiction • Central Idea • Point of View • Monitor and Clarify • Theme • Make and Confirm Predictions • Synthesize	• Evaluate • Text Organization • Content-Area Words • Chronological Order **Unit 6- Weather Wise** *How does weather affect us?* • Informational Text; Narrative Nonfiction • Text Features • Point of View • Make Inferences • Text Organization • Content-Area Words • Evaluate • Ask and Answer Questions • Elements of Poetry • Cause and Effect	**Unit 9 - Home Sweet Habitat** *How do living things in a habitat depend on each other?* • Opinion; Informational Text • Ideas and Support • Figurative Language • Ask and Answer Questions • Text Organization • Monitor and Clarify • Text Features • Create Mental Images • Elements of Poetry • Retell • Chronological Order	

• Text Organization • Retell • Author's Purpose			

Writing Long Range Plans Second Grade 2025-2026

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Unit 1/2- Narrative Writing: Improving Narratives • Prewriting • Personal narratives • Audience awareness • Narrative writing • Revision • Editing • Ending punctuation • Simple and compound sentences • Capitalization, punctuation, and spelling • Publishing • Writing for a range of task, purpose, and audience **Unit 4- Once Upon a Time** *What lessons can we learn from the characters in stories?*	**Unit 3- Opinion Writing: Writing about Reading** • Prewriting • Characteristics of opinion writing: persuasive book reviews • Audience awareness • Opinion writing • Revision • Editing • Ending punctuation • Simple and compound sentences • Commas • Short and long vowels • Publishing	**Unit 5- Narrative Writing: Fiction Stories and Poetry** • Prewriting • Fictional narratives • Audience awareness • Narrative writing • Revision and editing • Reflexive pronouns • Collective nouns • Past-tense irregular verbs • Adjectives and adverbs • Simple and compound sentences • Conjunctions • Contractions and possessives	**Unit 6- Opinion Writing: Writing about Reading** • Prewriting • Opinion writing • Audience awareness • Revising and editing • Simple and compound sentences • Commas in greetings, dates, and items in a series • Singular possessives and contractions • R-controlled vowels • Publishing **Unit 7-Informational Writing: Like Scientists** • Prewriting • Informational science books • Research process

● Fairy Tales; Informational Text ● Text Organization ● Story Structure ● Make Inferences ● Create Mental Images ● Elements of Drama ● Make and Confirm Predictions ● Figurative Language ● Author's Purpose ● Make Connections ● Cause and Effect	**Unit 4- Informational Writing: Books that Teach** ● Prewriting ● Informational Book ● Research process ● Audience awareness ● Informative/explanatory writing ● Revision and editing ● Adjectives and adverbs ● Simple and compound sentences ● Positional, time, and place prepositional phrases ● Blends ● Publishing		● Audience awareness ● Informative/explanatory writing ● Revising and editing ● Grammar and usage ● Capitalization, punctuation, and spelling ● Publishing

Science/Health Long Range Plans for Second Grade 2025-2026

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Unit 1: Intro to Science & Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) The students will learn how to ask questions, define problems, develop and use models, plan and carry out scientific investigations, analyze and interpret data, use mathematical and computational thinking, construct explanations, design solutions, engage in argument from evidence, obtain, evaluate, and communicate information. **Unit 2: Materials from the Land** ● Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature.	**Unit 2: Materials from the Land (continued)** **Unit 3: How Landscapes Change** ● Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. ● Stability and Change Things may change slowly or rapidly ● Wind and water can change the shape of the land. ● Because there is always more than one possible solution to a problem, it is useful to compare and test designs. ● Energy and fuels that humans use are derived from natural sources, and their use affects the	**Unit 3: How Landscapes Change (continued)** **Unit 4: Landscape Shapes** ● Plate tectonics and large-scale system interactions ● Maps show where things are located. One can map the shapes and kinds of land and water in any area. ● Patterns in the natural world can be observed. ● The roles of water in Earth's surface processes: water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.	**Unit 5: Biodiversity in Habitats** ● Interdependent Relationships in Ecosystems: Plants depend on water and light to grow. ● There are many different kinds of living things in any area, and they exist in different places on land and in water. ● There are many different kinds of living things in any area, and they exist in different places on land and in water. ● Plants depend on animals for pollination or to move their seeds around. ● Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating

• Heating and cooling change matter from one state to another. • Matter can be described and classified by its observable properties: color, texture, hardness, flexibility. • Matter can be described and classified by its observable properties (e.g., visual, aural, textural), by its uses, and by whether it occurs naturally or is manufactured. • Materials can be described and classified (e.g., different kinds of metals, rocks, wood, soil, powders). • Objects or samples of a substance can be weighed, and their size can be described and measured. • Heating or cooling a substance may cause	environment in multiple ways. • Some resources are renewable over time, and others are not. • Things that people do to live can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. • Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. Thus, developing and using technology has impacts on the natural world.		ideas for a problem's solutions to other people. • The shape and stability of structures of natural and designed objects are related to their function(s).

changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.			

Social Studies Long Range Plans Second Grade 2025-2026

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Unit 1: Civics and Government "Out of Many, One" ● Characteristics of Cultural or Ethnic Groups and Civic Dispositions ● National Figures Demonstrating Civic Dispositions ● Right of U.S. Citizens ● Evidence to Propose and Communicate a Resolution to a National Issue	**Unit 2: The United States Then and Now**	**Unit 3: From Sea to Shining Sea (Geography)**	**Unit 4: Why Does Money Matter?**