



## Welcome to Second Grade!

My name is Ms. \_\_\_\_\_ and I will be your child's second grade teacher. I am originally from \_\_\_\_\_ and have been teaching for the past \_\_\_\_\_ years, in \_\_\_\_\_. This summer, I graduated with my Master's Degree in Reading and Literacy. I am so excited to begin this school year and look forward to watching your child grow!

Every Monday, homework will be sent home in the blue communication folder. This homework is expected to be returned on Friday. There will be items for your student to complete Monday through Thursday.

**Please take note of the following important pieces of information:**

- Homework will be sent home every Monday and is due every Friday
- Please check agendas nightly
- Our daily schedule is as follows:
  - o Lunch 12:02 - 12:52
  - o Recess 12:52 - 1:12
- Please fill out and return all Stripling paperwork

If you have any questions, please email me at \_\_\_\_\_ or call the school at \_\_\_\_\_ and I will return your call as soon as possible. I look forward to teaching your child this year, and working with you to make the most of your child's education. Thanks for all of your support!

Sincerely,

# Second Grade Sample Welcome Letter To Parents

**Chris Beckett, Andrew Maynard**



## **Second Grade Sample Welcome Letter To Parents:**

Easy and Effective Ways to Communicate with Parents Barbara Mariconda, 2003-03 A veteran teacher provides surefire tips on how parent teacher communication can work for everyone      **The New Teacher's Complete Sourcebook** Bonnie P. Murray, 2002 A seasoned elementary teacher shares her strategies in this amazing super practical guide You ll find everything you need to set up your classroom for maximum learning prepare dynamite lessons create an effective classroom management plan and so much more From getting ready for the first day to staying on target through June this must have book will be your companion for years to come For use with Grades K 4      **What Every 3rd Grade Teacher Needs to Know** Mike Anderson, 2011 You re teaching third grade this year What do you need to know Mike Anderson gives you practical information about daily routines furniture and much more After a concise review of third graders common developmental characteristics Mike explains how to adjust your classroom and your teaching to fit these common characteristics The result Students can learn and you can teach with minimum frustration and maximum ease and joy In clear plain writing peppered with classroom stories and examples Mike shares practical know how on topics like this Arranging a circle desks and tables Choosing and storing supplies Scheduling a child centered day and teaching daily routines Planning special projects and field trips that maximize learning and build community Understanding the special concerns of third graders parents and finding the best ways to communicate with them      **Teacher, the Children are Here** Dianne Appleman, Johanna McClear, 1988 Takes you step by step from the week before school starts through to the following summer with practical strategies inspiring anecdotes and supportive advice to keep you motivated      Resources in Education , 1999      **Teacher's Guide** Brenda Van Dixhorn, 2012-07-30 Give students a more cohesive learning environment and bridge the gap between school and home with the help of this Teacher s Guide Create a common language for the school teachers and parents and encourage parent involvement With ideas and supporting materials for simple effective family night activities centered around a content area teachers can easily get everyone involved in increasing student achievement These fun and easy to implement activities help acquaint parents and students with the second grade classroom      *The Survival Kit for the Elementary School Principal* Abby Barry Bergman, Judy Powers, Michael L. Pullen, 2010-02-26 For the new and veteran elementary school principal here is a unique survival kit packed with tested advice practical guidelines and ready to use materials for all aspects of your job From the perspective of an author with twnty five years experience this book offers techniques such as creating a school vision building and sustaining morale utilizing technology and long term strategic school planning The included companion CD ROM serves as the perfect enhancement to this book This time saving device contains all of the book s forms checklists and letters for easy print out and use      **Writing in Elementary School Social Studies** Barry K. Beyer, Robert Gilstrap, 1982 This book is designed to provide elementary school teachers with information suggestions and models for using writing in the social studies from early primary to middle grades There are four major

chapters to the book Chapter I is titled Research on the Teaching of Writing The articles in this first section move from a survey of research in writing to a survey of classroom practice in the use of writing in elementary school social studies and finally to a specific classroom study that integrates the two areas and presents specific implications for the study and teaching of writing Chapter II is titled Developing Readiness in Writing The first two articles stress two important aspects of a classroom environment that nurtures and supports student writing The remaining five articles describe techniques such as interviewing exploring the past and brainstorming that teachers can use to initiate writing The title of Chapter III which contains seven articles is Using Writing to Learn Social Studies Content The articles describe ways in which writing can be used to help students learn social studies information or develop social studies generalizations Another describes how writing can be used to conduct simulated field trips in the social studies classroom The title of Chapter IV is Combining Writing with Social Studies Discussed are three essential supports for a successful program a detailed curriculum guide inservice teacher training and cooperative teacher administrator assessment procedures The book also cites related resources in the ERIC system Author RM

**The Texas Outlook** ,1916 *Why Kids Can't Read* Patrick R. Riccards,Phyllis Blaunstein,Reid Lyon,2014-12-18 Nearly forty percent of all fourth graders in this country cannot read at grade level and this number rises to sixty percent for children coming from poor families This gap in learning increases as students go through grade school and is a primary reason for school failure Ironically this problem comes even after comprehensive research demonstrates that nearly all children can learn to read if taught using proven effective instruction Here the authors describe the principles of this research in language that non educators can understand and educators can use It discusses how to recognize whether the research on reading is being used appropriately and if not how to make that happen Through the eyes of parents and educators who have succeeded in their own struggles to change the educational system the book provides the reader with the tools and knowledge for transforming the way reading is taught in their children s classrooms This book takes the reader step by step through an understanding of the research on reading and ways in which a single determined person can make a difference in the learning ability of every student in our nation s schools Part One is a series of chapters written by individuals who discuss what they experienced during these battles and what made them successful Part Two is written by a series of experts who describe how they have overcome the challenges involved in creating widespread change in school systems This second edition also includes information on Common Core State Standards increased testing and accountability efforts and related policy issues that directly impact how children learn to read The appendix is filled with resources people places sample tools a glossary and bibliography to help the reader Some key features of this book include Easy to understand descriptions of researchFirst person stories of how they have helped teach their kids to readClear understanding of scientifically based reading and how it can be applied to the classroomSummary of reading related Common Core State StandardsSample tools for parent advocatesResource lists of government officials organizations that can help with reading

efforts     Primary Education ,1926     **What Every 6th Grader Needs to Know to Ensure Success in School** Sheila Greenberg,1999-06 The Practice and Learn series reinforces grade level skills for children in elementary school Both parents and teachers can benefit from the variety of exercises in each book Teachers and parents can select pages to provide additional practice for concepts covered in class and reinforce homework assignments Ready to use worksheets are ideal for summer review     *Values and Ethics in Social Work* Chris Beckett,Andrew Maynard,2012-11-13 What are my values What are the values of others around me What are the values and ethics of the social work profession An awareness of our own ethical assumptions and how these inform our practice is crucial for the student social worker The second edition of this bestselling book is now split into two parts Part 1 considers the foundations of every person s values and provides a background to moral philosophy Part 2 examines key ethical issues and how they determine practice such as using power allocating resources treating others with respect and celebrating diversity For the second edition two new chapters have been added to the book on The political dimension in ethical decision making Realism as a guiding ethical principle Written in a uniquely straightforward style everyday social work practice is the key focus throughout Every chapter includes interactive exercises and case studies challenging you to reflect on a range of practical dilemmas Visit the accompanying companion website for videos of the authors discussing the issues covered in each chapter of the book These short clips will aid and enhance your understanding of the importance of values and ethics in each area of social work Chris Beckett and Andrew Maynard s book is essential reading for all undergraduate and postgraduate social work students     **Essentials of Integrating the Language Arts** David Yellin,2017-05-12 Essentials of Integrating the Language Arts Fifth Edition offers students all the practical tools they need to be effective language arts teachers supported by the necessary theoretical foundation Like its predecessors this edition presents a comprehensive approach to teaching the language arts balancing direct instruction in the communication arts and integrating the language arts with other content areas such as music art mathematics social studies and science It explores the important topics of community and caregiver involvement in education and offers thoughtful coverage of diversity in the schools Practical teaching ideas are found in every chapter The 5th Edition reflects current teaching practices field knowledge and research Significant changes include A more streamlined approach to allow readers to move quickly from learning chapter concepts and related theory and research to understanding how they are applied in classroom practices activities and strategies Discussion of standards including the Common Core State Standards CCSS with the goal of showing readers how they can apply standards in the classroom to help meet their students needs New teaching activities that support the chapter topics and align with the CCSS An appendix with more than 25 classroom assessment tools Discussion of current quality children s and young adult literature including informational texts supported by an appendix of annotated lists of books by genre Key Features In the Classroom vignettes describing real teachers implementing language arts strategies and activities with their students RRP Read Research Practice boxed

features offering ideas for activities and projects Teaching Activities which future teachers can use in their own classrooms Field and Practicum Activities which readers can use now in field and practicum settings Discussions of technology and websites to help readers prepare to integrate technology in their own classrooms      **Theory and Practice of Early**

**Reading** L. B. Resnick, P. A. Weaver, 2013-12-16 First Published in 1979 These volumes explore the range and depth of our theoretical and practical knowledge about early reading instruction Contributors psychologists linguists instructional designers reading and special education experts were asked to address three questions 1 What is the nature of skilled reading 2 How is reading skill acquired 3 What do the nature of skilled reading and the process of acquiring reading skill jointly suggest for reading instruction This is Volume I of a collection of essays looking at topics such as reading stages coding and comprehension skills word recognition language skills instruction and teaching theories and an analysis of reading two beginning reading programs      **Early Childhood Programs** Peggy Broadbent, 2010-06 Broadbent describes programs she created and taught to combined first and second grade classes Chapters include descriptions of programs designed to address a wide range of ages intellectual levels and abilities without limits for achievement programs that parallel opportunities for healthy cognitive growth Children were involved in self initiated learning through exploration discovery and experimentation and motivating academic programs Many programs with a different level of achievement are appropriate for younger older and gifted students Upon reading this book another teacher may either adapt all or part of these programs as written or using the design of these programs create one s own Her programs include a daily Choice Time discussing how cognitive gains formed are the tools required for successful achievement in all academic areas how each beginning reader read her own book and after supplying enough materials guidance and support each child taught herself to read two language experience approaches for those in greatest need a literature study with questions incorporating six levels of thinking with aspects of literature building a town or a city providing the basis for learning reading skills through discussion and writing a writing program beginning with story writing and then including how writing is incorporated in many areas throughout the year stimulating supplementary activities in the Math Program with problem solving strategies patterning visual data and fun games and activities an extensive experiment with lima beans in the Science Program for Social Studies an emphasis upon personal development social interaction and cultural awareness a study of drama was learned after the class visited a professional theatre then returned to the classroom to create and perform their own plays Peggy s web site [www.peggybroadbent.com](http://www.peggybroadbent.com) is included to view and copy materials for classroom use      **Michigan**

**Education Journal** , 1924 Includes section Moderato topics      *The Secret of Natural Readers* Ada Anbar, 2004-10-30 It has been recognized since the 1980s that literacy begins to develop a long time before formal schooling begins In today s literate environment children start learning to read much as they learn to speak through playful print interactions with their parents older siblings or other adults beginning in year one A sharp debate about the best approach to developing early childhood

literacy is now brewing between reading instruction experts who tend to advocate direct instruction of skills and preschool educators who know that preschoolers learn best through play This book provides a model for action that may help to settle the debate Interactions that involve the printed word occur spontaneously between young children and adults in the context of daily life activities This is true to a greater or lesser degree in essentially all socioeconomic and cultural environments Recognizing the critical importance of the early years for the development of literacy the National Association for the Education of Young Children NAEYC and the International Reading Association IRA formulated in 1998 a joint position statement regarding early literacy That statement included a set of general recommendations for teaching practice But following the Bush administration s No Child Left Behind legislation of January 2002 and the establishment of the Reading First and Early Reading First programs early childhood educators are now under heavy pressure to be more specific and to issue standards or shared expectations for the literacy development of all children below kindergarten age Utilizing the actual experiences of six preschool children The Secret of Natural Readers documents the process of reading development through stories of their early years The author discusses the implications of natural reading development and its feasibility among preschoolers from different segments of the population She also spells out for parents and early childhood teachers critical information on how preschool children should learn to read

**Involving Parents of Students With Special Needs** Jill C. Dardig, 2008-03-27 This book makes a great contribution to education Teachers across specialties would find these strategies helpful for facilitating communication with parents and caregivers Erin Jones Special Education Teacher Tea Area Elementary School SD Involving parents on a positive level is essential to educating all students especially students with special needs This book helps readers with real world situations something that most college courses cannot prepare you for Easy and user friendly this book provides strategies and tools to aid in communicating with parents Laura Peterson Special Education Teacher Center School Stow MA Bridge the communication gap with parents of children with special needs Research has shown that establishing strong communication links with parents and promoting family involvement can have positive and tangible effects on a student s success in school In this teacher friendly resource Jill C Dardig provides 25 ready to use techniques for involving parents in the education of their children Both general and special education teachers in Grades PreK 12 can use these strategies to reach the parents of students with a wide range of learning needs including cognitive emotional behavioral social sensory and physical disabilities as well as the parents of typically developing students Involving Parents of Students With Special Needs anticipates the challenges to parent involvement and provides step by step directions sample materials and tips for Using letters telephone email newsletters and progress reports to communicate with parents Conducting successful parent conferences and in person meetings Connecting parents with needed resources Helping parents teach their children at home Dealing with home school conflict situations Preparing a parent involvement action plan This practical guide helps teachers and parents work together to give students with special needs the necessary

support to succeed in school      Teaching Second Grade Valerie SchifferDanoff,2000 A one of a kind teacher shares her creative ideas for helping students get the most out of their school year Illustrations



## **Second Grade Sample Welcome Letter To Parents** Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the energy of words has been much more evident than ever. They have the ability to inspire, provoke, and ignite change. Such may be the essence of the book **Second Grade Sample Welcome Letter To Parents**, a literary masterpiece that delves deep into the significance of words and their effect on our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book's key themes, examine its writing style, and analyze its overall effect on readers.

<https://crm.avenza.com/results/Resources/HomePages/rainforest%20passages%205th%20grade.pdf>

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