

**The Spectrum Grade Two curriculum is divided into the lessons and content learning listed in the Learning Goals Performance Objectives listed below**

**Box 1: Class Description**

This year-long course covers the **Grade Two Reading** content noted below. Weekly certificated contact will be completed through direct personal contact with an HQ/certificated teacher in an on-site HC class. At least one state standard will be covered in this course..

**Box 2: Learning Materials**

The curriculum: Grade Two Spectrum Reading, books, supplies, materials, web-sites, and other sources used for this course are:

**Box 3: Learning Goals/Performance Objectives**

The Spectrum Grade 2 Reading Program is comprised of the following stories, which we will read, answer comprehension questions on, and learn the vocabulary of, according to the schedule noted.

September:

Dad’s First Day . . . . . Page 2  
Bridges.... 4  
Bridges to Remember.... 6  
Moving Out Day.... 8  
Moving In Day.... 10  
Boxes, Books, and More.... 12  
No Boxes Today.... 14

October:

The Texas Story.... 16  
San Antonio Today.... 18  
Paul Bunyan: A New Story.... 20  
Afternoon Art.... 22  
What Is an Art Museum?.... 24  
Animal Shelter News.... 26  
The Case for a Cat.... 28  
Cats Long Ago.... 30  
Cats Every Day.... 32

November:

Comb the Cat, Please!.... 34  
Cat or No Cat?.... 36  
Choose a Cat.... 38  
Mouse in the House.... 40  
A Letter from Kyle.... 42  
Kyle Gets Mail.... 44  
Mammoth Cave, Kentucky . . . 46  
Post by Post.... 48

December:

Mixed Up Day.... 50  
Mountain Magic.... 52  
Making Plans.... 54  
To the Zoo.... 56  
Zebra News.... 58  
Tiger Tips.... 60

January:

Only Owls.... 62  
Remembering the Zoo.... 64  
Waving Good Bye.... 66  
Games for a Rainy Day.... 68  
Clouds and Rain Today.... 70  
Shopping with Dad.... 72  
Backyard Corn.... 74  
Corn: How We Use It.... 76

February:

Something New for Gina.... 78  
Fruit Pizza.... 80  
New Neighbors.... 82  
The Sunflower House.... 84  
Great Seats.... 86  
Baseball Basics.... 88  
Baseball Cards.... 90  
Those Were the Days.... 92  
One City Block.... 94

March:

What Is a City?.... 96  
Ant and Grasshopper.... 98  
A Pleasant Tale.... 100  
Castles.... 102  
Yard Sale Day.... 104  
Hard at Work.... 106

Open House.... 108  
Making Flowers.... 110  
Parts of a Plant.... 112

April:

No Help for Allison.... 114  
Can Central.... 116  
Trading Favors.... 118  
Counting Money.... 120  
Spending Money.... 122  
You Can Recycle.... 124  
Pool Rules.... 126

May:

Hot Wool.... 128  
From Sheep to Sweater ....130  
Cotton: From Field to Closet . . . 132  
Baxter's Shoes.... 134  
Getting Ready.... 136  
Fitness for Life.... 138  
Snow Rooms... 140  
Wilson Bentley (1865–1931).... 142

June:

Meal Mix---Up.... 144  
Waiting Tables.... 146  
Game Night....148  
Before There Were Lights.... 150

#### **Box 4: Learning Activities**

The first four days of the week the student will complete a reading lesson from the reading curriculum mentioned above. The lesson will be taught to them, samples will be worked on the whiteboard or pencil & paper to make sure the student comprehends, and the student will then independently work through a daily assignment to make sure they understand and show the ability to complete the learning of the day. Any errors will be corrected. The fifth day of each week the student will learn to read by reading and being read to. This will include books from the list of books in the Learning Materials section above.

**(Make additions or deletions as you see fit.)**

### **Box 5: Progress Criteria, Methods of Evaluation**

Tell how you will decide if the student is mastering the learning goals you listed in the learning goals section above. Please copy the sentences in red. Delete any evaluation activities your child does not do.

Student monthly progress evaluation is made on the basis of weekly certificated contact, work samples, communications with students, communications with parents, and performance in on-site classes. It is electronically communicated to parents via WINGS. It is our goal that the student will accomplish approximately 10% of the goals of this course each month, September through June. The level of mastery expected is 70% or higher to progress. Methods of evaluation will include but are not limited to those below, under the direction of an HQ teacher:

- \* observation and/or correction of daily and/or weekly work and progress
- \* daily or weekly discussion of assignments, readings, writings
- \* correction of work done incorrectly
- \* portfolio kept of student work, at least weekly
- \* standardized testing (iReady, state assessments, Iowa Tests, etc.)

NOTE: Evaluation of progress items noted above with an \*, should be changed and adjusted to fit the specific age of the child, course being taken, etc.

**(Make additions or deletions as you see fit, to asterisks.)**

### **Box 6: Weekly Hours**

**Please estimate the number of hours your student will work on this course each week.**