

Second Grade at Copper Trails: Spotlight on the schedule

The second-grade team at Copper Trails comprises one lead teacher, one certified teacher and three teacher candidates. Together, they support 75 students total across two learning spaces.

The schedule at a glance

Monday, Tuesday, Thursday and Friday are full days for students. On Wednesdays, students dismiss early, and educators engage in professional development and team meetings.

Mon, Tues, Thurs, Fri	Wed
Unpack in homeroom	
Writing	Math
Math	
Lunch/Educator co-planning	Lunch/Educator co-planning
Specials	Science
Science/Social Studies	Pack up in homeroom
Reading	
Recess	
Read-aloud	
Pack up in homeroom	

A closer look

Read on for a closer look at a selection of the schedule's key components.

Unpack/Pack up in homeroom: Although individual students' schedules regularly change based on unit diagnostics and progress monitoring, their homerooms remain consistent for the duration of the year, and students keep all of their personal belongings in their homerooms. Since students only carry their tablets with them between classes, they typically stop by their homerooms to gather lunches, coats, and other belongings before lunch and recess.

Reading & writing: The team implements McGraw-Hill for reading and Foundations for daily phonics. They take a workshop approach to literacy instruction, allowing for student voice and choice in English Language Arts. Students are grouped by reading level (as determined by DIBELS — Dynamic Indicators of Basic Early Literacy Skills®) and move between groups based on progress monitoring. Four specialized paraprofessionals push into the reading class requiring more support, to facilitate additional small-group instruction.

Math: The team uses EngageNY's math curriculum, and two to three teachers typically co-teach math. At the start of each new math unit, results from a diagnostic assessment drive the creation of two homogeneously grouped rosters that last for the duration of that unit. Students are also moved between groups over the course of that unit based on continued progress monitoring.

Educator co-planning: While students eat lunch, the educator team typically eats lunch and co-plans. Depending on the day, they may meet as a team, meet as a subset of the team (e.g., the lead teacher and the three teacher candidates), or meet with the entire grade level. They may analyze student learning data, co-plan lessons, or prepare for upcoming co-teaching.

Science/Social studies: Science and social studies curricula are developed by the educator team. The lead teacher works with MLFTC teacher candidates to analyze standards and create a high-level unit overview. Then, MLFTC teacher candidates propose lesson plans for the associated class periods and receive feedback from the lead teacher and certified teacher.

Read-aloud: To tailor to student interest, at the close of each day, all students choose which read-aloud they would like to engage with. Since each educator on the team facilitates a read-aloud, students always have plenty of choices.