

Second Grade Curriculum Guide



2012-2013

TABLE OF CONTENTS

Progress scale	3
Curriculum	3
Reading	3
Writing	7
Handwriting	8
Spelling	9
Math	10
Social Studies	14
Science	15
Additional Suggestions	16

PROGRESS SCALE

Teacher comments for specific skills will also be included on report cards, based on the following codes:

- 3 = at grade level
- 2 = below grade level
- 1 = significantly below grade level
- 4 = above grade level

READING

Throughout this packet you will find many pages of ideas and strategies so that you can help your child become a better reader. I hope that you will find them helpful! It is very important that we work together to make sure your child has a successful year in second grade.

Making Meaning

The Making Meaning Program is where the teacher reads aloud to the students. The student participation is think, pair share activities where they turn to their partner and discuss the text. This helps develop comprehension, and understanding of the story. We will focus on visualizing, making text-to-text and text-to-self connections, inferring, wondering and identifying main ideas.

Shared Reading

This program addresses the skills needed for reading, writing, listening, and speaking through a whole group lesson. Big Books will be used to introduce students to the text and for the teacher to model specific reading skills to the children as they look at the text being read together. A comprehension test will be given on Fridays.

Independent Reading

Students will spend time reading independently every day. We will begin the year reading for only a few minutes and we will increase our reading stamina as the year continues. Please make sure that if books are brought from home they are labeled.

C.A.F.E

Throughout the year we will be working with students on specific reading strategies. The strategies include comprehension, accuracy, fluency and expand vocabulary. On the following page you will find a list of strategies students can use at home to support their reading.

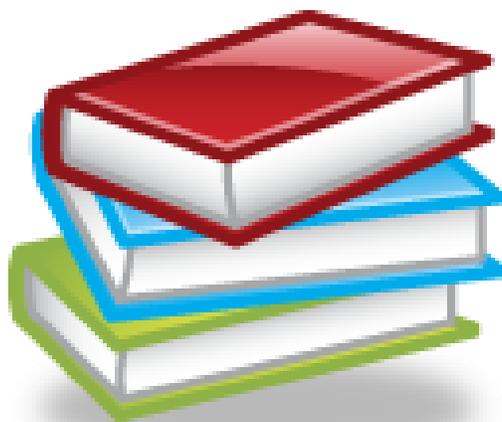
Comprehension <i>I understand what I read</i>	Accuracy <i>I can read the words</i>	Fluency <i>I can read accurately, with expression, and understand what I read</i>	Expand Vocabulary <i>I know, find, and use interesting words</i>
Strategies: <ul style="list-style-type: none"> • Check for understanding • Back up and reread • Monitor and fix up • Retell the story • Use prior knowledge to connect with text • Make a picture or mental image • Ask questions throughout the reading process • Predict what will happen, use text to confirm • Summarize text; include sequence of main events • Recognize literacy elements (genre, plot, character, setting, problem/solution, theme) 	Strategies: <ul style="list-style-type: none"> • Cross checking...Do the pictures and/or words look right? Do they sound right? Do they make sense? • Use the pictures...Do the words and pictures match? • Use beginning and ending sounds • Blend sounds; stretch and reread • Flip the sound • Chuck the letters and sounds together • Skip the word, then come back • Trade a word/guess a word that makes sense 	Strategies: <ul style="list-style-type: none"> • Voracious reading • Read appropriate-level texts that are a good fit • Reread text • Practice common sight words and high frequency words • Adjust and apply different reading rates to match text • Use punctuation to enhance phrasing and prosody (end marks, commas, etc.) 	Strategies: <ul style="list-style-type: none"> • Voracious reading • Tune in to interesting words and use new vocabulary in speaking and writing • Use pictures, illustration, and diagrams

“Just Right Book”

Throughout the year you will hear both teachers and students talking about “Just Right Books.” A “Just Right Book” is a book that it is at your son/daughters reading level. At the beginning of the year students will be given a book that is at their reading level. This book will be placed in their book box. Students will be learning about “Just Right Books” and will then be able to choose their own books for their book boxes. A good way to choose a “Just Right Book” is to read a page. If your child misses 5 or more words on the page or does not know the word, than it is *not* a “Just Right Book.” It is important for students to realize that choosing a book that is too easy or too hard for them will not help them grow as a reader. Students will be required to read a “Just Right Book” during independent reading time.

DRA Testing

Your child will be tested *three times* a year to determine their reading level. Second grade students typically range between 16 and 28 on their DRA’s. A level 28 is typically at the end of second grade. This test consists of reading a story they have not read before to a teacher, retelling the story without using the text and then answering comprehension questions. You will receive a DRA update when your child has been tested and a list of book titles that coincide with your child’s DRA score.



** The following are a list of Super Series books that are 2nd grade approved and are listed according to who might enjoy them more (*this is not to say they can not be read by both*). However, keep in mind that all children are different and read at their own level. Make sure you choose the right book for your son/daughter. Throughout the year, students will be learning how to choose a book that is just right for them.

BOYS	GIRLS
<ol style="list-style-type: none"> 1. Horrible Harry 2. Jigsaw Jones 3. Goosebumps 4. Nate the Great 5. Freddie Fernortner 6. Frog and Toad 7. A to Z Mystery 8. Henry and Mudge 9. Black Lagoon Adventures 10. Magic Tree House 11. Fly Guy 12. Captain Underpants 	<ol style="list-style-type: none"> 1. Junie B. Jones 2. Amber Brown 3. Amelia Bedelia 4. Cam Jansen 5. Fancy Nancy 6. Magic Tree House 7. A to Z Mystery 8. Henry and Mudge 9. Marcia Thorton 10. Judy Moody 11. Judy Blume 12. Baby-Sitters Club

What can parents do to help?

- Spend time reading with your child EVERY day!
- Limit TV and video game time
- Look for opportunities to read throughout the day
 - Read street signs and billboards
 - Read food labels at the grocery store
 - Carry books with you to read in the doctor's office
- Remember to keep reading fun!
 - Take turns reading
 - Use voices for different characters
- Use parent tips on the following pages to assist your child during reading and when they are finished.

WRITER'S WORKSHOP

Students will be learning the various tools for successful writing during writer's workshop. This workshop consists of a short mini lesson and 30-45 minutes of writing time each day. Students will have an opportunity to create the following pieces of writing throughout the year:

- Personal Narrative
- The Writing Process/ Magazine Feature Articles
- Informational Writing- How To Writing
- Writing from Knowledge & Experience- MEAP Writing Skills
- Research Project
- Poetry

* Within each unit students will also learn how to develop character actions, dialogue, physical descriptions, settings & internal thinking.

Students will also be learning rules for writing. These rules include:

- All sentences start with a capital letter
- Capitalize the names of specific people and places
- All sentences end with a punctuation mark. ? !
- No capital letters in the middle of words
- No two sentences in a row should start with the same word
- The word AND should not be in a sentence more than once
- How to vary sentence beginnings

What can parents do to help?

- When your child shares his/her work with you, comment on the content of the writing
- Don't look for errors in spelling . . . we are still working on that!
- Encourage your child to write at home. Here are some suggestions:
 - Make a list of things you need from the grocery store
 - Write thank you notes
 - Keep a journal/diary
 - Write a wish list
 - Make a scrapbook

HANDWRITING

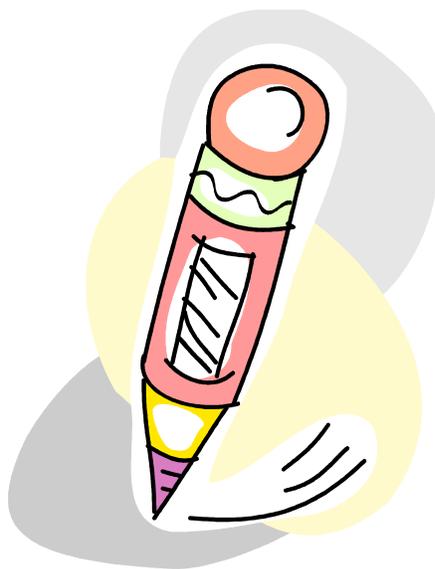
All handwriting instructions for the first few months will continue to be manuscript. The goal is to refine the skills of manuscript before introducing cursive. Using manuscript exclusively until the small muscles are well developed allows your child to have more success in recording his/her own thoughts.

The mastery of manuscript writing prepares your child for a successful and easy transition to cursive writing. As a general rule, “The better the manuscript, the better will be the cursive.”

As we continue to improve the *keys to legibility*: **size, shape, slant, and spacing**, we will also concentrate on increasing speed with which children write. Effective written communication is, of course, the final goal.

In January, we will begin to learn cursive writing! This is a very exciting time for students. However, like everything else, we want students to learn cursive the right way. I will not allow students to write cursive letters in class unless we have learned that letter.

On the next page you will find a copy of the manuscript alphabet, both uppercase and lowercase. This page demonstrates the proper way to write each letter, please use it as a reference.



SPELLING

The Davison spelling program is a combination of spelling and phonics. Students will have hands-on activities throughout the week along with spelling homework. A new set of spelling words will be located in your child's homework folder each week and can also be found in the weekly newsletter. Please review spelling words throughout the week. Spelling tests will be given every Friday, unless otherwise noted in the weekly newsletter. Students who miss school will be required to take the test upon their return to school.

It is important for students to practice their spelling words each week. However, writing spelling words 5 times *every night* can sometimes make spelling boring for students. Here are some ideas on how students practice spelling at home:

- Write each spelling word 5 times
- Quiz your child on spelling words as they hop on one foot, do sit ups, chair push ups, tap their head, etc.
- Place spelling words in ABC order
- Find spelling words in magazines and books
- Write a sentence using each word
- Write a short story using 5 words on the spelling list, or all 10!
- If you have the internet, check out www.spellingcity.com!

We have included a few spelling worksheets on the following pages that are used frequently in class. Feel free to copy them and use them at home.

MATH

The program that Davison Community Schools uses is called Envision Math. We use a variety of techniques to teach all of the concepts including games, manipulatives, computers and worksheets. The following is a list of topics that will be covered in 2nd grade.

Topic 1: Understanding Addition and Subtraction

- *Writing addition number sentences and story problems about joining.*
- *Writing subtraction number sentences and story problems about separating and comparing.*

Topic 2: Addition Strategies

- *Adding 0,1,2*
- *Adding two-digit and three-digit numbers*
- *Making 10 to add 9*
- *Making 10 to add 8*

Topic 3: Subtraction Strategies

- *Subtracting 0,1,2*
- *Thinking addition to subtract doubles*
- *Finding the missing part*

Topic 4: Place Value – Numbers to 100

- *Models for tens and ones*
- *Reading and writing numbers*
- *Using models and symbols to compare numbers*
- *Understand and using the terms “before, after, and between”*
- *Number patterns on a number chart*

Topic 5: Counting Money

- *Identify and count dimes, nickels, pennies*
- *Identify and count quarters and half-dollars*
- *Counting collections of coins*
- *Ways to show the same amount*
- *Identify and count dollars*

Topic 6: Mental Addition

- *Adding tens and ones*
- *Adding on a hundred chart*

Topic 7: Mental Subtraction

- *Subtracting tens*
- *Finding the missing parts of 100*
- *Subtracting on a hundred chart*
- *Adding on to subtract*

Topic 8: Adding Two-Digit Numbers

- *Regrouping 10 ones for 1 ten*
- *Models to add two-digit and one-digit numbers*
- *Adding two-digit numbers*
- *Adding three-digit numbers*

Topic 9: Subtracting Two-Digit Numbers

- *Regrouping 1 ten for 10 ones*
- *Models to subtract two and one-digit numbers*
- *Subtracting two and one-digit numbers*
- *Using addition to check subtraction*

Topic 10: Using Addition and Subtraction

- *Adding and subtracting money*
- *Estimating sums and differences*
- *Different ways to add and subtract*

Topic 11: Geometry

- *Relating plane shapes and solid figures*
- *Identifying flat surfaces, vertices and edges*
- *Making new shapes*
- *Cutting shapes apart*
- *Understanding and identifying congruent shapes*
- *Different ways to move a shape*
- *Symmetry*

Topic 12: Fractions

- *Wholes and equal parts*
- *Estimating fractional parts of a whole*
- *Fractions of a set*

Topic 13: Measurement – Length and Area

- *Exploring length*
- *Measuring length using nonstandard units*
- *Measuring inches, feet and yard*
- *Measuring Centimeters and meters*
- *Exploring perimeter and area*

Topic 14: Measurement – Capacity and Weight

- *Exploring capacity*
- *Measuring capacity using nonstandard units*
- *Measuring cups, pints, quarts, liters*
- *Exploring weight*
- *Measuring ounces, pounds, grams and kilograms*

Topic 15: Time and Temperature

- *Telling time to 5 minutes*
- *Telling time before and after the hour*
- *Estimating time*
- *Using a calendar*
- *Temperature: Fahrenheit and Celsius*

Topic 16: Graphs and Probability

- *Organizing data*
- *Pictographs, bar graphs, coordinate graphs*
- *Understanding and using the terms “likely and unlikely”*
- *Understanding and using the terms “certain, probable, and impossible”*

Topic 17: Number and Patterns to 1,000

- *Counting hundreds, tens, and ones*
- *Reading and writing numbers to 1,000*
- *Changing numbers by hundreds and tens*
- *Patterns with numbers on a hundred chart*
- *Comparing numbers*
- *Understanding and using the terms “before, after and between”*

Topic 18: Three-digit Addition and Subtraction

- *Estimating sums*
- *Models for adding three-digit numbers*
- *Adding three-digit numbers*
- *Estimating differences*
- *Models for subtracting three-digit numbers*
- *Subtracting three-digit numbers*

Topic 19: Multiplication Concepts

- *Repeating addition and multiplication*
- *Building arrays*
- *Writing multiplication stories*
- *Multiplying in any order*

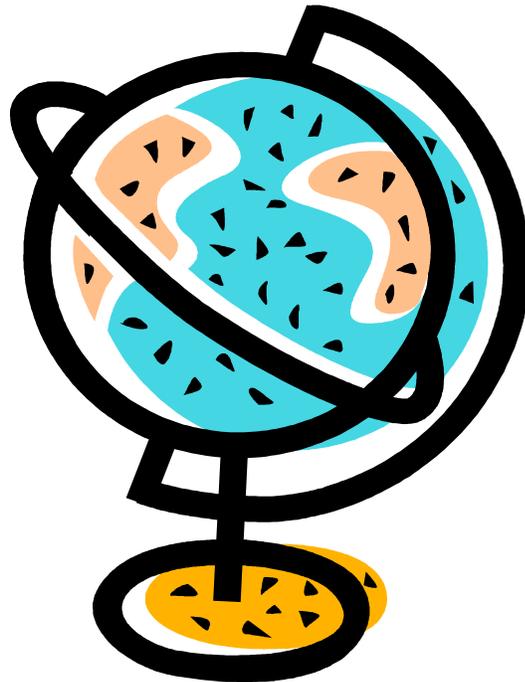
Rocket Math

Students will also be taking addition time tests throughout the year with a program called Rocket Math. Students will have a goal of learning all addition and subtraction facts by the end of 2nd grade. In order to accomplish this goal, it is very important that students study their addition facts each night. Just five minutes a night makes a huge difference.

SOCIAL STUDIES

The focus of our social studies curriculum is community. The last unit of study will focus solely on Davison History. These units also include skills on citizenship, geography, mapping and current events. The main units of study for this year are:

- What is a Community?
- How Do Citizens Live Together in a Community?
- How Do People Work Together in a Community?
- Where is My Community and What is it Like There?
- How Do Communities Change?
- Davison History
- Current Events



SCIENCE

The Davison science program combines hands-on activities with various forms of literature. Students will use scientific thinking processes to conduct investigations and build explanations through observation, communication, comparing, and organizing.

There are 4 units to be covered, they are as follows:

Unit 1-Plant Life:

- *Plants need air, water, and sunlight to survive.*
- *Plants have a life cycle that includes seed, seedling or young plant, adult plant, flower, fruit and seed.*
- *Plants have characteristics that are passed from the parent plant.*

Unit 2-Uses and Properties of Water:

- *Water can come from a variety of sources.*
- *Water has a variety of uses.*
- *Water properties can be described for liquids and solids.*

Unit 3-Measurement of Properties:

- *Objects and substances can be described by their properties and through measurement.*
- *Objects and substances can be classified as single substances or mixtures and single substances can be combined to make mixtures.*

Unit 4-Earths Surface Features:

- *Objects and substances can be described by their properties and through measurement.*
- *Objects and substances can be classified as single substances or mixtures and single substances can be combined to make mixtures.*

ADDITIONAL SUGGESTIONS

1. Check your child's take home folder
2. Read the classroom newsletter for important information
3. Keep your child's newsletter and lunch menu posted on your refrigerator to help remember the week's happenings
4. Make sure your child eats breakfast
5. Keep a basket of nutritious snacks available for their daily snack at school. Teach him/her to pack their snack on their own every day
6. Visit the Davison Library on a regular basis
7. Read to your child. Read with your child. Have your child read to you!
8. Practice addition and subtraction facts until they are memorized
9. Write notes to your child
10. Look for opportunities to talk with your child
11. Ask your child specific questions that cannot be answered with a yes or no
12. Stay in touch with the teacher

I am looking forward to a great year! I am eager to work with you and your child to make this year special. Most importantly, if you have any questions or concerns please feel free to contact me by phone, e-mail or a note. Communication is the key to success!