Souderton Area School District

Second Grade Curriculum Overview

Reading:

I. Readers Build Good Habits

- Readers know that reading is important.
- Readers know about books and how to take care of them.
- Readers know how to use libraries.
- Readers discuss the books they are reading.
- Young readers use a variety of beginning reading skills and strategies to make meaning.
- Readers build stamina by reading for longer periods of sustained time across the school year.

II. Readers Use Strategies to Figure Out Words, Read Fluently and Build Understanding

- Readers use print strategies to decode new words.
- Readers develop a growing bank of sight words.
- Readers select books they can read and understand.
- Readers self-correct and monitor for meaning.
- Readers read with fluency to better understand what they read.
- Readers don't give up when reading gets hard.

III. Fiction: Reading and Responding

- Readers develop fluency and expression while reading familiar texts.
- Readers use *before* reading strategies when they read fiction.
- Readers use *during* and *after* reading strategies to comprehend what they read.
- Readers understand story elements—character, plot, and setting—and can retell to clarify understanding.
- Readers identify literary devices.
- Readers know how to identify various genre.
- Readers think, talk, and write to respond to text.

IV. Nonfiction Reading Strategies

- Readers learn something when they read nonfiction.
- Readers use strategies for understanding nonfiction.
- Readers learn how nonfiction is structured.
- Readers have ideas and use conversation to support and extend their thinking.
- Readers use all they know about nonfiction to explore new topics.

V. Introduction to Chapter Books: Helping Children Move Into More Challenging Texts

- Readers learn how chapter books are structured.
- Readers know how to select a chapter book that matches their ability and interest.
- Readers understand that chapters are connected to make one big story.
- Readers understand how characters develop across chapters.
- Readers follow plot(s) across chapters.
- Readers learn how a series of books works.

Writing:

I. Launching the Writing Workshop

- Writers view themselves as writers with something to say.
- Writers develop routines and processes.
- Writers choose topics that are important to them.
- Writers learn how writing works.
- Writers learn strategies for editing and revising as they write.
- Writers thrive in a safe learning community.
- Writers celebrate their writing success.

II. Small Moments

- Writers study texts to discover small moments, using them as mentor texts.
- Writers find important moments inside everyday events.
- Writers talk about and choose important moments in their lives to share with others.
- Writers plan their writing.
- Writers think as they write and develop their stories.
- Writers revise as they write.
- Writers edit as they write.
- Writers select a small moment, learning how to expand it beyond what they've already written.
- Writers celebrate their writing success.

III. Informational Writing

- Writers study nonfiction texts to discover the structures and characteristics unique to the genre.
- Writers write informational pieces to explain something.
- Writers examine the craft of informational writing.
- Writers view themselves as experts about something.
- Writers identify various informational text patterns ("How To," and "All About").
- Writers focus their writing using a consistent pattern with accurate information.
- Writers learn to revise and edit as they write.
- Writers celebrate their writing success.

IV. Authors as Mentors/Revision

- Writers read, reread, and pour over books by one author or by multiple authors.
- Writers understand that authors are people too.
- Writers learn that authors have a craft or style of their own.
- Young writers try to write like a published author.
- Writers celebrate their success.

V. Poetry

- Poets know that poetry comes from the heart.
- Poets know that poetry grows from the writer's passions and interests.
- Poets must read 100 poems or more (LOTS of poetry!) before writing poetry themselves.
- Poets paint a picture with their words.
- Poets learn to revise and edit as they write.
- Poets celebrate their success.

Spelling & Writing Conventions:

Capital Letters: (from *New Standards: Primary Literacy Standards)*

- Beginning of sentences
- For emphasis

Punctuation: (from *New Standards: Primary Literacy Standards)*

- Periods and question marks at ends of sentences
- Exclamation mark used for emphasis
- Approximate use of quotation marks
- Common contractions

Spelling Strategies & Patterns: *From the McCracken, Sitton Zaner-Bloser Curriculums* and *New Standards: Primary Literacy Standards*

- Students correctly spell most high frequency sight words.
- Students correctly spell most words with regularly spelled patterns such as C-V-C, C-V-C-e, and one syllable words with blends and digraphs.
- Students use specific spelling strategies during the writing process.
- Students use consonants in correct sequence.
- Students correctly use short vowels in one-syllable words and phonetic two-syllable words.
- Students correctly spell common non-phonetic words: because, have, again, are, were, would, should, and could.
- Students are introduced to the following:
  - Endings: y, s, ing, ly, er, ed, es
  - Digraphs: ch, th, sh in initial and final positions
  - R-controlled vowels: er, ar, or, ir, ur,
  - Diphthongs: oi, oy, ow (owl), ou,
  - ang, ing, ong
  - ck, ic, le in final positions
  - g as /j/, ge as /j/, dge as /j/
  - Double consonants ll, ss, ff
  - Long vowel patterns: /a/: ai, a-e, ay; /e/: ee, ea, e-e, ie; /i/: i-e, igh, ie; /o/: o-e, oa, ow, old, olt; /u/: u-e

Handwriting:

The goal of handwriting instruction is to enable students to produce legible writing in a reasonable amount of time. We believe the best instructional technique is the "motion model" accompanied by guided practice. This model requires the teacher to ***demonstrate*** *the motor tasks involved in correctly producing each letter, and to monitor students' attempts to write.*

- Additional Zaner-Bloser simplified manuscript instruction in **second grade** will be provided to individuals, small groups, and/or the whole class based upon the results of ongoing assessment.

Math:

Taken from the Second Grade *Everyday Math* goal sheet:

Number and Numeration *(PA Standard 2.1)*

- **Understand the meanings, uses, and representations of numbers.**
  1. Count on by 1s, 2s, 5s, and 10s past 100 and back by 1s from any number less than 100 with and without number grids, number lines, and calculators.

2. Read, write, and model with manipulatives whole numbers up to 10,000; identify places in such numbers and the values of the digits in those places; read and write money amounts in dollars-and-cents notation.
3. Use manipulatives and drawings to model fractions as equal parts of a region or a collection; describe the models and name the fractions.
4. Recognize numbers as odd or even.

- **Understand equivalent names for numbers.**
  5. Use tally marks, arrays, and numerical expressions involving addition and subtraction to give equivalent names for whole numbers.
  6. Use manipulatives and drawings to model equivalent names for ½.
- **Understand common numerical relations.**
  7. Compare and order whole numbers up to 10,000; use area models to order and compare fractions.

Operations and Computation *(PA Standard 2.2)*

- **Compute accurately.**
  1. Demonstrate automaticity with +/- 0, +/- 1, doubles, and sum-equals-ten facts, and proficiency with all addition and subtraction facts through 10 + 10.
  2. Use manipulatives, number grids, tally marks, mental arithmetic, and paper & pencil and calculators to solve problems involving the addition and subtraction of 2-digit whole numbers; describe the strategies used; calculate and compare values of coin and bill combinations.
- **Make reasonable estimates.**
  3. Make reasonable estimates for whole number addition and subtraction problems; explain how the estimates were obtained.
- **Understand meanings of operations.**
  4. Identify and describe change, comparison, and parts-and-total situations; use repeated addition, arrays, and skip counting to model multiplication; use equal sharing and equal grouping to model division.

Data and Chance *(PA Standard 2.6)*

- **Select and create appropriate graphical representations of collected or given data.**
  1. Collect and organize data or use given data to create tally charts, tables, bar graphs, and line plots.
- **Analyze and interpret data.**
  2. Use graphs to answer simple questions and draw conclusions; find the maximum and minimum, mode, and median of a data set.
- **Understand and apply basic concepts of probability**.
  3. Describe events using *certain, likely, unlikely, impossible* and other basic probability terms; explain the choice of language.

Measurement and Reference Frames *(PA Standard 2.3)*

- **Understand the systems and processes of measurement; use appropriate techniques, tools, units, and formulas in making measurements.**
  1. Estimate length with and without tools; measure length to the nearest inch and centimeter; use standard and nonstandard tools to measure and estimate weight.
  2. Count unit squares to find the area of rectangles.
  3. Describe relationships between days in a week and hours in a day.
  4. Make exchanges between coins and bills.
- **Use and understand reference frames.**
  5. Read temperature on both the Fahrenheit and Celsius scales.
  6. Tell and show time to the nearest five minutes on an analog clock; tell and write time in digital notation.

Geometry *(PA Standard 2.9)*

- **Investigate characteristics and properties of 2- and 3-dimensional geometric shapes.**
    1. Draw line segments and identify parallel line segments.
    2. Identify, describe, and model plane and solid figures including circles, triangles, squares, rectangles, hexagons, trapezoids, rhombuses, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes.
- **Apply transformations and symmetry in geometric situations.**
    3. Create and complete 2-dimensional symmetric shapes or designs.

Patterns, Functions, and Algebra *(PA Standard 2.8)*

- **Understand patterns and functions.**
    1. Extend, describe, and create numeric, visual, and concrete patterns; describe rules for patterns and use them to solve problems; use words and symbols to describe and write rules for functions involving addition and subtraction and use those rules to solve problems.
- **Use algebraic notation to represent and analyze situations and structures.**
    2. Read, write, and explain expressions and number sentences using the symbols +, -, =, >, and < ; solve number sentences involving addition and subtraction; write expressions and number sentences to model number stories.
    3. Describe the Commutative and Associative Properties of Addition and apply them to mental arithmetic problems.

Science:

Air and Weather: *This unit consists of four sequential investigations, each designed to introduce concepts in earth science. The investigations provide opportunities for young students to explore the natural world by using simple tools to observe and monitor change. Students will:*

- develop an interest in air and weather.
- experience air as a material that takes up space and can be compressed into a smaller space.
- observe the force of air pressure pushing on objects and materials.
- observe and describe changes that occur in weather over time.
- become familiar with instruments used by meteorologists to monitor air and weather conditions.
- compare monthly and seasonal weather conditions using bar graphs.
- observe the location of the Sun and the Moon in the sky over a day and the change in the appearance of the Moon over a month.
- organize and communicate observations through drawing and writing.
- acquire vocabulary associated with properties of air and weather conditions.

Balance & Motion: *We live in a dynamic world where everything is in motion, or so it seems. But not everything is moving the same way. Some things move from one place to another. Other things go around and around in a rotational motion. Still other things are stationary, stable for a time, balanced on a thin line between stop and go. These are the global phenomena that students experience in this module.*

- Develop a growing curiosity and interest in the motion of objects.
- Investigate materials constructively during free exploration and in a guided discovery mode.
- Solve problems through trial and error.
- Develop persistence in tackling a problem.
- Explore concepts of balance, counterweight, and stability.

- Observe systems that are unstable and modify them to reach equilibrium.
- Discover different ways to produce rotational motion.
- Construct and observe toys that spin.
- Explore and describe some of the variables that influence the spinning of objects.
- Observe and compare rolling systems with different-sized wheels.
- Explore and describe the motion of rolling spheres.
- Acquire the vocabulary associated with balance and motion.

New Plants: *provides experiences that heighten young students' awareness of the diversity of life in the plant kingdom. Students care for plants to learn what they need to grow and develop. They observe the structures of flowering plants and discover ways to propagate new plants from mature plants (from seeds, bulbs, roots, and stem cuttings). They observe and describe changes that occur as plants grow, and organize their observations on a calendar and in a journal.*

- Develop a curiosity and interest in plants as living things.
- Experience some of the diversity of forms in the plant kingdom.
- Provide for the needs of growing plants.
- Observe and describe the changes that occur as plants grow and develop.
- Become familiar with the structures and functions of flowering plants (root, stem, leaf, bud, flower, seed).
- Discover various ways that new plants can develop from mature plants.
- Compare change over time in different kinds of plants.
- Organize and communicate observations through drawing and writing.
- Acquire the vocabulary associated with the structures of plants.

Environment & Ecology: *(a required unit for all second graders)*

Communities

- Human communities can be compared to natural communities where living things find their needs for life.
- Water is a non-living object that is a major component of the pond community.
- A pond is a community where living things' needs are met.

  Skills include:
  - Students compare their community with a natural community.
  - Students learn about a pond community through observation and activities.
  - Students identify components of a pond ecosystem.
  - Students describe how the needs of a specific plant/animal are met in a pond community.

Key PSSA Vocabulary for Science and Environment & Ecology: organism, life cycle, external characteristics (pond), environments (aquatic, wetland, habitat), interdependence, ecosystem, niche, plants, water, soil, sunlight, states of matter (solids, liquids, gasses), physical characteristics, animals (food, water, shelter), heat, magnetic, push/pull, force, friction, freezing/melting, water cycle (evaporation, condensation, precipitation, accumulation), clouds, air, aerodynamics.

Social Studies:

Assessments: (first two required; select third assessment from final two marked with an *)

- Goods and Services
- Continents and Oceans
- *Constructing a Timeline
- *Pilgrim/Native American Journal

Goods and Services:

- People depend upon each other.
- Rules and laws help people work successfully in a group.
- People depend on natural resources.

Geography:

- The earth consists of various bodies of water.
- The earth consists of various landforms.
- The earth is made up of continents and oceans.

Then and Now:

- The lives of Native Americans (Eastern Woodland) and Pilgrims of the 1600s were different from the students' lives today.
- Timelines represent a series of events.

Citizenship:

- All communities (countries) rely on good citizens.
- Communities rely on an organized government.
- Identify various landmarks and national symbols.

Traditions:

- Cultural diversity influences our daily lives.

Character Education:

- SASD Character Education Curriculum: *Respect, Citizenship, Responsibility, Fairness, Caring (Gratitude), Trustworthiness(Honesty), Perseverance, Wisdom & Humility*