

# Second Grade

## *A Time To Explore*

### Texts

#### *Language Arts*

Reading California by Houghton-Mifflin  
Anthologies (Book 1 - Adventures; Book 2 – Delights)  
Practice Book  
Handwriting Zaner Bloser

#### *Mathematics*

Math Steps

#### *Science*

Science by Scott Foresman

#### *Social Science*

Reflections: People We Know by Harcourt

### Introduction

Second grade students will be building on the skills and academic goals achieved during first grade, at the same time using those skills to develop, explore, and expand their knowledge of the world around them. The second grade theme, *A Time to Explore*, encapsulates the idea that second graders are curious, inventive, and eager to discover all that is pertinent to their busy lives. The second grade year-long plan encompasses the California State Content Standards as well as the integration of theme-based materials that cover the gamut from silly stories, to community, to nature, and more. Parents who follow the grid will have planning flexibility while maintaining content consistency.

In Second Grade, literacy development remains paramount, however, students will be encouraged to explore and discover outside of the realm of “text” based materials. For example, the social science theme units are integrated with the language arts to include in depth studies of families, land around us, government, resources, the workplace, and people who make a difference.. If you follow the general content and assignments on the plan, you will have covered the Second Grade Content Standards. Your student will be tackling many new concepts and skills this year, and, hopefully, both parent and child will find *A Time to Explore* all that is new and wonderful about learning.

# Curriculum

## READING

Language Arts is centered on the Reading anthologies by Houghton-Mifflin. In second grade there are two basal readers with correlating practice books and a series of phonics readers.

Book 1: Adventures

Book 2: Delights

Reading is designed to cover approximately one story per week with additional enrichment activities (poetry, art projects, art appreciation, cooking, nature, etc.) and literature units as time allows. Each week, the story should be read daily, together with your child. The reading level of the selected stories may be above your child's reading level, however, do not be concerned. These readings are specifically designed to create a challenge and foster growth in your child's reading abilities. The stories are meant to be repeated and re-read such that your student can gain confidence and security in his reading. Remember that the key to a successful reading lesson is to plan ahead, know the skills you want to focus on, and be prepared to model, guide, and instruct your child rather than just assign. The following is a sample format with ideas you may want to adopt and modify to fit your lesson plans, as well as your child's needs:

Days 1 and 2: Introduce the story. Work to build on your child's prior knowledge, have him make predictions based on the title, illustrations, take a "picture walk" (go through the story without reading it using the pictures to guess what the story will be about). Reinforce concepts about print (capital letters, punctuation, spaces between words, directionality, title, author, illustrator, etc.), point to each word as you read, and most importantly, enjoy the story.

Days 3 and 4: Choose sight words for your child to identify. Have him identify beginning and ending sounds of words. Make him aware of vowel patterns. Read the story with funny voices to match the characters. Take turns reading aloud. Make a point of discussing the story. Be sure your student can sequence (tell the order of events). Ask your child questions that will make him think (details, inferences, cause/effect). By the end of the week, your child should be able to read the story without too much help from you, as well as be able to retell the story in his own words.

Days 1 through 5: Complete the corresponding workbook pages in the Practice Book and the Phonics Library books that accompany each theme.

## TRADEBOOKS

Aside from the reading textbook, your child should read, or be read to, for a minimum of 20 minutes daily. While the Reading stories will most likely be above your child's independent reading level, the level of difficulty of reading is not a set standard. Select some books that will challenge his reading ability and some that are easy enough to build his self-confidence.

Each report period there are a number of books that will connect with, enhance, and enrich the core curriculum (reading, science, social studies) in some way. They are listed on the grid by reading level, (Easy, On Level, Challenge). Books that are available from VOCS are marked by an asterisk (\*). In addition, the VOCS library houses many titles that are theme related. These books are not required reading, however, it is very important that you supplement the textbook

with daily free reading. VOCS has made a conscientious effort to procure tradebooks listed on the grids for our library. A number of the tradebooks have corresponding literature units available for your use.

## LANGUAGE ARTS

Within your Reading Practice Book are sections devoting 2 to 3 pages per week to each of the language arts skills: spelling, phonics, grammar, writing, vocabulary, comprehension, and handwriting.

**Spelling:** There is a weekly word list at the back of the practice book. This spelling is created to go hand in hand with the reading curriculum. Give a pre-test, do the workbook pages, and by the end of the week administer a final test.

**Phonics:** Phonics is an important building block for reading proficiency. Independent readers have the ability to decode words for both meaning and fluency. The phonics workbook pages are a means of teaching your child the keys to this decoding process as are the Phonics Library books..

**Writing:** Refer to the writing section for weekly writing lessons. Often, parents are hesitant to teach writing because they are unsure of the proper procedures and formats. The workbook gives excellent suggestions and is the perfect guide for student writing proficiency. It is a step-by-step process for writing everything from sentences, to letters, to paragraphs, and provides for consistent practice with a goal of published works.

**Grammar:** The grammar pages in your practice book give writing support as well as teach language conventions necessary for second grade proficiency.

**Vocabulary:** Vocabulary is a necessary skill for improving reading accuracy, comprehension, and fluency. The weekly words build this skill in a manageable and efficient manner.

**Comprehension:** Each week the workbook focuses on a comprehension skill that will improve your student's ability to question, answer, infer, predict, and ultimately comprehend the stories he is reading.

**Handwriting:** While the practice book gives some handwriting practice, Zaner Bloser Handwriting is suggested to improve your student's writing coordination.

## MATHEMATICS

Our school-wide recommended curriculum for math is Math Steps, a curriculum that is closely correlated to the state standards. The chapters in the book cover geometry, number sense, operations, place value, time, money, fractions, measurement, and logic. There is also an extensive collection of manipulatives, speed drills, and practice sheets to assist you in teaching your student.

## SCIENCE

Scott Foreman Science (Teacher Assessment Packet - TAP) is the text we recommend for science, and in addition to the regular science reading, it is full of easy-to-do activities for your student. The Foresman book does an excellent job of covering the state standards for life, physical, earth, and health sciences. In addition, we have an extensive science kit program that offers a means for “experimentation”, another area required by state standards

## SOCIAL STUDIES

State standards require a general overview of five social science areas: knowledge of both historical and recent contributors who have made a difference in people’s lives; basic economic concepts; basic practices of government; map skills; the ability to differentiate between past and present “history”. The new Reflections series thoroughly covers all state standards for social studies.

People We Know (Homework and Practice Book and Study Guide/Assessment)– accompanies and enforces the concepts introduced in the text

Map Skills – gives students a basic knowledge of reading and interpreting maps as well as the skills necessary to do so.

United Streaming – is an online source for video clips on a variety of social studies related topics, teacher guides, and study questions that succinctly address the second grade standards.

## ART

While art is an enrichment subject, it is always a favorite of young students. Art ideas are scattered throughout the Reading anthologies and give both art appreciation lessons as well as creative projects. There are also ideas on your grid to integrate with your studies throughout the year. We do have a collection of seasonal projects if you would like additional activities and numerous books on artists and art appreciation in our library.

## ENRICHMENT

You will want to take advantage of the many field trips that are offered throughout the school year. Trips are planned regularly so watch your newsletter for any excursion that you feel will be appropriate for your child or that peaks your interest.

## MULTIMEDIA

Be sure to ask your resource teacher about videos, tapes, CDs, and software that may be applicable to your course of study. In addition, there are numerous websites that offer educational challenges for your child. Also, be sure to check out the “Cool Internet Sites” binder located in the Parent Place. It has a plethora of web addresses appropriate for student study. A great source for lesson plans and academic support in all subjects is [ceea.org](http://ceea.org).