What your child will learn in Grade 2
### Concepts

**What your child will learn**
- Develop an understanding of the base-ten place value system up to 999
- Name fractional parts of a whole or set of objects
- Read a clock to tell time and a thermometer to tell temperature
- Extend and create numerical and geometric patterns
- Draw conclusions and answer questions from graphs (bar and picture)
- Identify two- and three-dimensional shapes and attributes
- Measure length, area, capacity, and weight
- **Mathematical words from experiences and explorations of manipulatives**
- **Mathematical terms associated with the concepts being taught**
- **Relate informal language to mathematical language and symbols**

**What your child will do**
- Use base-ten blocks to build and represent whole numbers to 999
- Use concrete models to represent fractional parts of a set
- Practice telling time in five-minute intervals using digital and analog clocks
- Record temperature
- Collect and organize data to construct picture and bar graphs
- Construct geometric shapes and identify their characteristics
- Write, draw, or tell about patterns they have discovered
- Explore measuring length, area, capacity, and weight
- **Translate informal language to mathematical language**
- **Use mathematical vocabulary when engaged in partner, small group, or whole group discussions**
- **Read and comprehend mathematical language**
- **Create a math glossary**

### Vocabulary

**What your child will learn**
- Mathematical words from experiences and explorations of manipulatives
- Mathematical terms associated with the concepts being taught
- Relate informal language to mathematical language and symbols

**What your child will do**
- **Illustrations of mathematical terms**
- **Graphic organizers to define and illustrate words**
- **Math glossary**

### Numerical Fluency

**What your child will learn**
- Recall and apply basic addition and subtraction facts to 18
- Add and subtract two-digit numbers
- Select addition or subtraction to solve problems involving two-digit numbers
- Use mental math strategies to add and subtract
- Use alternate algorithms to solve problems

**What your child will do**
- **Play games that require instant recall of basic facts**
- **Engage in mental math activities**
- **Practice the 2 basic operations of addition and subtraction with paper and pencil**
- **Use technology such as calculators or computer software**

### Problem Solving

**What your child will learn**
- Use the Dallas Problem-Solving Model (See, Plan, Do, Reflect) with guidance
- Investigate and solve real world problems
- Apply basic problem-solving strategies in various contexts
- Use logical reasoning

**What your child will do**
- **Use tools such as real objects, manipulatives, and technology to solve problems**
- **Apply reading comprehension strategies to facilitate understanding of concepts**
- **Explain solutions to problems orally and in written form**
- **Participate in small group activities that are informal and open ended**

### What you’ll see (products)

- Use of manipulatives to develop concepts
- Home Links (Homework)
- Projects that require the application of mathematical concepts
- Illustrations of mathematical terms
- Graphic organizers to define and illustrate words
- Math glossary
- Improvement in basic fact recall
- Problems solved using various procedures (algorithms)

### How you can help

- Ask your child to explain what was learned in math today
- Read literature that relates to mathematical concepts
- Look for and identify geometric shapes in the child’s environment
- Estimate and measure out the amount of time required to complete a given activity
- Cook with your child and allow them to measure ingredients
- Relate vocabulary words with real-world objects and experiences
- Point out the math in games, sports, music, shopping, etc.
- Engage in conversations with your child regarding the current area of mathematical study
- Practice mental math skills while in the car, for example: What is 16-4? (12)
- Make addition and subtraction flash cards to practice instant fact recall
- Take advantage of opportunities that will reinforce the concept of a collection of coins
- Help your child become aware of how mathematics relates to our everyday lives
# Grade 2 Reading

<table>
<thead>
<tr>
<th>What your child will learn</th>
<th>Reading Comprehension</th>
<th>Reading Fluency</th>
<th>Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Retell or act out the order of events in a story</td>
<td>• Retell or draw the events of a story in order</td>
<td>• Sound out words using phonics</td>
<td>• Learn new words from experiences</td>
<td>• Write to communicate ideas</td>
</tr>
<tr>
<td>• Find main ideas and the details that support them</td>
<td>• Describe characters, setting, and story problem</td>
<td>• Use common spelling patterns to read words</td>
<td>• Learn new words from stories read aloud</td>
<td>• Plan compositions before writing them</td>
</tr>
<tr>
<td>• Summarize what he/she has read</td>
<td>• Tell what a story is mostly about</td>
<td>• Read high frequency words (again, every, kind) quickly</td>
<td>• Figure out the meaning of new words while reading</td>
<td>• Write two or three paragraphs on a single topic, using some longer sentences</td>
</tr>
<tr>
<td>• Use story maps, timelines, and other charts to represent text</td>
<td>• Draw conclusions and make predictions</td>
<td>• Choose books to read by himself/herself</td>
<td>• Learn that some words have more than one meaning</td>
<td>• Use capital letters and punctuation marks correctly</td>
</tr>
<tr>
<td>• Understand characters, setting, and story problem</td>
<td>• Read about 90 words per minute (by end of year)</td>
<td>• Read 2nd grade level materials</td>
<td>• Use a beginners’ dictionary</td>
<td>• Find and correct mistakes in his/her own writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What your child will do</th>
<th>Reading Comprehension</th>
<th>Reading Fluency</th>
<th>Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read correctly and with expression</td>
<td>• Read about 90 words per minute (by end of year)</td>
<td>• Read with expression</td>
<td>• Use new words when speaking and writing</td>
<td>• Use strategies such as drawing and listing to come up with ideas for writing</td>
</tr>
<tr>
<td>• Read without stumbling over words</td>
<td>• Read silently for longer periods</td>
<td>• Read without stumbling over words</td>
<td>• Use word parts and clues in the text to figure out the meaning of new words while reading</td>
<td>• Capitalize names and first letters of sentences</td>
</tr>
<tr>
<td>• Read aloud to entertain others</td>
<td>• Read aloud to entertain others</td>
<td>• Read aloud to entertain others</td>
<td>• Make drawings and charts to illustrate word meanings</td>
<td>• Use periods, question marks, and exclamation points correctly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What you’ll see (products)</th>
<th>Reading Comprehension</th>
<th>Reading Fluency</th>
<th>Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Oral retelling of a story, using props as needed</td>
<td>• Silent reading in simple chapter or storybooks such as the Cam Jansen books or Wagon Wheels</td>
<td>• Word lists and word cards for practice at home</td>
<td>• Drawings, lists, or other activities to find ideas for writing</td>
<td>• Drawings, lists, or other activities to find ideas for writing</td>
</tr>
<tr>
<td>• Charts or pictures that represent parts of a story</td>
<td>• Book reports</td>
<td>• Drawings and charts of word meanings</td>
<td>• Interesting stories (two to three paragraphs in length that are about a single topic)</td>
<td>• Interesting stories (two to three paragraphs in length that are about a single topic)</td>
</tr>
<tr>
<td>• Plays based on stories students have read</td>
<td>• Reading rate charts</td>
<td>• Vocabulary folders or notebooks</td>
<td>• Corrections of mistakes</td>
<td>• Corrections of mistakes</td>
</tr>
<tr>
<td>• Reading logs or journals</td>
<td>• Choral and oral reading to entertain others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Simple book projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How you can help</th>
<th>Reading Comprehension</th>
<th>Reading Fluency</th>
<th>Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide a comfortable place to read</td>
<td>• Let your child read to you</td>
<td>• Help your child learn new words during everyday activities</td>
<td>• Make sure your child has writing materials</td>
<td></td>
</tr>
<tr>
<td>• Take your child to the public library regularly</td>
<td>• Encourage him/her to reread familiar texts</td>
<td>• Read aloud to your child</td>
<td>• Exchange short notes with him/her</td>
<td></td>
</tr>
<tr>
<td>• Talk with your child about what he/she is reading</td>
<td>• Time your child and see how many words he/she reads in one minute</td>
<td>• Play word games such as “Hangman” with him/her</td>
<td>• Encourage him/her to write letters to family members</td>
<td></td>
</tr>
<tr>
<td>• Read to your child and let your child see you reading!</td>
<td></td>
<td>• Help him/her practice with word lists</td>
<td>• Encourage your child to read his/her writing to you</td>
<td></td>
</tr>
</tbody>
</table>
# Grade 2 Science

<table>
<thead>
<tr>
<th>Scientific Process Skills</th>
<th>Systems</th>
<th>Properties, Patterns and Models</th>
<th>Constancy and Change</th>
</tr>
</thead>
</table>
| **What your child will learn** | - Classroom and field investigations  
- Scientific inquiry  
- Critical thinking and problem solving  
- Appropriate use of tools and equipment | - Systems occur in everyday life  
- Living organisms and nonliving objects  
- Relationships between functions, structures and interactions in living organisms and nonliving objects | - Properties and patterns of organisms, objects, and events  
- Patterns including those seen in charts and graphs  
- Components of the natural world  
- Factors affecting change  
- Uses of heat in everyday life  
- Adaptations of plants and animals  
- Changes in weather and seasons |
| **What your child will do** | - Implement investigative procedures  
- Demonstrate safety  
- Collect data  
- Organize, examine, and evaluate data  
- Use science equipment and technology  
- Make decisions  
- Communicate valid conclusions | - Manipulate and identify parts separated from whole may not work  
- Manipulate and predict parts put back together that do new things  
- Identify characteristics of organisms and nonliving objects  
- Study organisms that depend on each other | - Classify and sequence organisms, objects, and events  
- Compare properties and patterns of objects  
- Identify, predict, replicate, and create patterns in charts and graphs  
- Identify uses of natural resources  
- Observe change in size, shape, color, quantity, and movement of objects  
- Identify and test ways that heat causes change  
- Demonstrate change in motion-push and pull  
- Identify ways that the environment meets the needs of plants/animals  
- Illustrate and record changes in weather, night sky, and seasons |
| **What you’ll see (products)** | - Safety rules and symbols  
- Science equipment  
- Graphic organizers  
- Lab reports  
- Graphs, tables, charts  
- Science folder/journal  
- Science Fair project | - Organisms and objects sorted into groups  
- Written observations about plant and animal parts  
- Drawings of separate parts from the whole  
- Comparisons of separate parts from the whole  
- Models-apart/together | - List of properties of various objects  
- Patterns of organisms  
- Journal work of predictions  
- Charts and graphs of lab work  
- Drawings and models  
- Measurements using a thermometer  
- Lab activities using charts and graphs  
- Journal entries  
- Drawings and diagrams  
- Written assignments |
| **How you can help** | - Provide a place to study  
- Use tools at home  
- Ask questions that will cause students to think  
- Help with Science Fair project | - Sort objects at home into different categories  
- Provide puzzles and family games  
- Use simple tools at home | - Discuss properties of a wagon and bicycle  
- Review patterns of the weather for a month using a chart  
- Talk about the uses of heat at home  
- Close your eyes and listen to the sounds at home  
- Talk about safety using hot and cold objects |
## Grade 2 Social Studies

<table>
<thead>
<tr>
<th>What your child will learn</th>
<th>Writing and Illustrating Social Studies Information</th>
<th>Oral Communication Through Social Studies Information</th>
<th>Social Studies Skills</th>
</tr>
</thead>
</table>
| What your child will learn | Define citizen  
How communities are alike and different  
How people communicate culture  
Why the past is important  
How we know the difference between wants and needs  
How people and events change history | Build specific grade level vocabulary words and concepts  
Use specialized grade level vocabulary in writing  
Use graphic organizers (diagrams) to organize ideas and information before prewriting | Develop social skills to get along with others  
Clearly communicate ideas and information to a group or class |
| What your child will do | Use context clues to determine the meaning of new vocabulary words  
Recall important details from reading selections  
Use reading selections and visuals to draw conclusions and inferences  
Determine cause and effect relationships | Write with purpose in paragraphs, and summaries  
Identify main idea with supporting details  
Predict outcomes  
Compare and contrast | Demonstrate characteristics of a good listener and speaker  
Use appropriate grade-level vocabulary |
| What you'll see (products) | Readings summarized and restated in their own words  
On level reading ability  
Reading grade level books | Stories with pictures  
Paragaphs that describe understanding of concepts  
Student made index cards (manipulatives) to help him/her remember information | Listening attentively without interrupting others  
Speaking clearly and with confidence in front of group or class |
| How you can help | Read to your child  
Let your child read to you  
Take your child frequently to the library  
Provide quiet time for everyone to read in the home | Provide a quiet, well-lit study area for your child  
Supply your child's study area with paper, pencils, pencil sharpener, a dictionary, a thesaurus, or other reference materials | Timelines, charts, graphs and maps  
Calendars to measure time periods  
Graphic organizers (diagrams) of information and ideas |
| How you can help | Read to your child  
Let your child read to you  
Take your child frequently to the library  
Provide quiet time for everyone to read in the home | Provide a quiet, well-lit study area for your child  
Supply your child's study area with paper, pencils, pencil sharpener, a dictionary, a thesaurus, or other reference materials | Allow them to do simple tasks to gain experience and confidence  
Be there to guide and encourage them in their effort to complete a task |
# Grade 2 Enrichment Opportunities

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Music</th>
<th>Art</th>
<th>Talented and Gifted Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What your child will learn</strong></td>
<td><strong>What your child will learn</strong></td>
<td><strong>What your child will learn</strong></td>
<td><strong>What your child will learn</strong></td>
</tr>
<tr>
<td>- Identify fundamental movement patterns as well as movement concepts</td>
<td>- Identify selected instruments of the orchestra by sight and sound</td>
<td>- Identify objects correctly in the surrounding environment</td>
<td>- Curriculum is based on themes that include core subjects, and, for example, the theme of Faces and Treasures</td>
</tr>
<tr>
<td>- Acquire knowledge of the benefits of being involved in daily physical activity and factors that affect physical performance</td>
<td>- Name the music note values</td>
<td>- Use elements of art: color, line, form/shape, and texture, and learn principles of art</td>
<td>- Thinking strategies are included</td>
</tr>
<tr>
<td>- Learn safety practices, self-management skills, and social skills associated with physical activity</td>
<td>- Explore the music of a famous composer</td>
<td>- Acquire new, simple vocabulary words related to art techniques, art history, artworks created by various cultures, and his or her personal artwork</td>
<td>- Students engage in research projects</td>
</tr>
<tr>
<td>- Use the music terms of melody, rhythm, harmony, dynamics, and theme to explain sounds and performances</td>
<td>- Use pencils, crayons paint brushes, etc.</td>
<td>- Use pencils, crayons paint brushes, etc.</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What your child will do</strong></th>
<th><strong>What your child will do</strong></th>
<th><strong>What you'll see (products)</strong></th>
<th><strong>How you can help</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Participate in moderate to vigorous physical activities</td>
<td>- Sing songs of different cultures and styles</td>
<td>- Develop locomotor skills such as running, hopping, jumping, skipping, galloping, and leaping</td>
<td>- Encourage your student to participate and support his/her involvement in activity-based programs</td>
</tr>
<tr>
<td>- Participate in appropriate exercises to develop flexibility</td>
<td>- Play classroom instruments</td>
<td>- Develop an appreciation and enjoyment of physical activities</td>
<td>- Contact the physical education instructor at your local campus</td>
</tr>
<tr>
<td>- Perform folk dances from different cultures</td>
<td>- Perform folk dances from different cultures</td>
<td>- Demonstrate the ability to make healthy choices</td>
<td>- Visit your local community centers to become involved in activities</td>
</tr>
<tr>
<td>- Create original artworks using crayons, markers, paint, and paper</td>
<td>- Create original artworks using crayons, markers, paint, and paper</td>
<td>- Written samples of simple music notation</td>
<td>- Listen to different styles of music</td>
</tr>
<tr>
<td>- Recognize the work of more than one famous artist</td>
<td>- Recognize the work of more than one famous artist</td>
<td>- Two-dimensional (flat) artworks in crayon, paint, paper, etc.</td>
<td>- Attend a live music performance</td>
</tr>
<tr>
<td>- Discuss his or her art work with you</td>
<td>- Discuss his or her art work with you</td>
<td>- Simple sculptures made of paper, clay, and/or other safe materials</td>
<td>- Listen to songs your child has learned</td>
</tr>
<tr>
<td>- Practice using art tools with an emphasis on manual dexterity</td>
<td>- Practice using art tools with an emphasis on manual dexterity</td>
<td>- Original work; not copy work</td>
<td>- Create an art center at home and ask child to show you how to cut, paste, and paint correctly</td>
</tr>
<tr>
<td>- Engage in creative and challenging lessons, activities, and research that require the use of higher order thinking strategies</td>
<td>- Engage in creative and challenging lessons, activities, and research that require the use of higher order thinking strategies</td>
<td>- Thinking Activities</td>
<td>- Volunteer at school</td>
</tr>
<tr>
<td>- Products that represent completed research projects, and extended curriculum lessons and activities (books, reports, presentations, etc.)</td>
<td>- Products that represent completed research projects, and extended curriculum lessons and activities (books, reports, presentations, etc.)</td>
<td>- Thinking Activities</td>
<td>- Attend student art exhibitions</td>
</tr>
<tr>
<td>- Take your child to various events at the library, museums, zoo</td>
<td>- Take your child to various events at the library, museums, zoo</td>
<td>- Products that represent completed research projects, and extended curriculum lessons and activities (books, reports, presentations, etc.)</td>
<td>- Discuss the products and projects that your child brings home</td>
</tr>
<tr>
<td>- Visit the TAG classroom</td>
<td>- Visit the TAG classroom</td>
<td>- Thinking Activities</td>
<td>- Visit the TAG classroom</td>
</tr>
<tr>
<td>- Work on questioning skills and logic puzzles with your child</td>
<td>- Work on questioning skills and logic puzzles with your child</td>
<td>- Products that represent completed research projects, and extended curriculum lessons and activities (books, reports, presentations, etc.)</td>
<td>- Work on questioning skills and logic puzzles with your child</td>
</tr>
</tbody>
</table>