Grade Two
Curriculum Narrative

Reading

In second grade reading is taught through the Reading Workshop Structure consisting of whole group teacher directed mini-lessons, individual and small group work, independent daily reading opportunities, partnership reading opportunities and whole group share time. Lessons are both teacher and student directed. The shared philosophy of Readers Workshop provides a balanced literacy approach, daily read alouds, assessment based instruction tailored to students' strengths and needs, opportunities for students to talk and write about their reading experiences, reading high interest, accessible books at the student's level of choosing, opportunities for long stretches of reading time, as well as having teachers who demonstrate a love of reading.

Unit 1: Readers Build Good Habits

Within this unit students learn the established procedures and management of Readers Workshop. Students will have the opportunity to read a variety of emergent storybooks, picture books, high-interest nonfiction books and early leveled books. Students will have independent reading time as well as partner reading time. Lessons include book handling, one-to-one matching, using letter sounds and illustrations to figure out the words. Partner reading and procedures are also learned. Students learn that readers have reading identities and are part of a larger community of readers. Throughout the unit students build routines and procedures for their reading. Students build strategies for working with and talking to their reading partners. Students use print strategies to read their texts.

Unit 2: Readers Use Strategies to Understand their Stories
Within this unit students become more focused with their reading and develop their stamina when they are reading. They are expected to retell chapters/books by describing story elements. As they are becoming more confident readers they will use a variety of strategies that are appropriate for the level of text they are reading. Students begin to self-monitor more accurately when their comprehension is breaking down and use appropriate strategies to make credible predictions about text or meaning. They also fluently read many sight words, use punctuation cues, and read fluently with high accuracy.

Unit 3: Readers Talk about Characters in Books
Within this unit students begin to use their strategies for working with print in a variety of materials, thinking about concepts of a variety of materials and talking about the texts they are reading. Students will develop the concept that reading is a way to think and grow. Anticipation and synthesizing in reading are introduced to help students strengthen their conversations about the books they are reading. Throughout the unit students will be working toward summarizing the book they are reading. They will learn to form and express their opinion about a book using terms: "I agree", "I disagree", "I think that because…" and "this reminds me of". Students will monitor their reading for meaning. They will retell their stories using story elements and details in sequence. Students will learn to share their thoughts and ideas through talk.

Unit 4: Readers Build Comprehension, Read with Fluency, Story Elements
Within this unit students will build their fluency to deepen the understanding of the text they are reading. They will begin to connect parts of text by using one part to understand the next part. The focus will be on reading in such a way that meaning, feelings, and ideas are conveyed to help comprehend their reading. Readers will ask questions before they read and throughout to help deepen their understanding. They will also make inferences and summarize what they have read.

Unit 5: Nonfiction Reading Strategies: Readers Read and Think About Sets of Texts They Gather Around an Interest

Within this unit students will begin to look at books with shared interest levels and will begin to study a topic of interest using a variety of leveled just-right books and study books available in the classroom. Text features are studied as well as having students question texts they may not understand. Reading, stopping, questioning and rereading strategies will be used throughout the unit. Students will learn to compare texts side by side. They will accumulate information and be able to talk about what they learned from all of the available texts. Throughout the unit multiple strategies that are appropriate for nonfiction texts will be explored. Text features and organizational structures of nonfiction texts will help students to actively pursue their interests using a variety of informational texts. Students will notice, wonder and develop new theories based on their discoveries.

Unit 6: Building Stamina and Accumulating Text
Within this unit students are reading longer texts and synthesizing text across many chapters. They are expected to apply a variety of print and comprehension strategies. Readers will set reading goals and work hard to meet them. Their partnership reading will also grow into deeper conversations to increase their understanding of texts. They will also work hard to make many connections to their reading and respond to what they have read.

Writing
Writing

In second grade writing is taught via Writers Workshop using the *Units of Study for Primary Writing: A Yearlong Curriculum*, otherwise known as the Lucy Calkins series. Here writing is divided into month long units of study including Launching, Small Moments, Writing for Readers: Teaching Skills and Strategies, Craft of Revision, Authors as Mentors, Nonfiction Writing: Procedures and Reports, and Poetry: Powerful Thoughts in Tiny Packages. Each unit is devised with lessons that help build a student's instructional level for writing. The writing curriculum is tied into the literacy portion of our curriculum to help enrich student writing. Throughout the units students will see themselves as writers using their everyday experiences as starting points for their stories. Structures and routines are established for students to choose topics, plan for writing and draft their stories.

Unit 1: Launching
Within this unit students will learn to work independently within the workshop frame, use writing along with pictures to tell each story, write longer with more varied and more thoughtful pieces, develop

writing stamina and prepare for editing and publication. Students here begin to lay the foundation for their writing and writing purposes. Using modeling techniques, mini-lessons, conferring with students individually and share time, teachers help students begin to develop confidence in writing their own stories.

Unit 2: Small Moments

Within this unit students learn to see themselves as authors and discover that their everyday occurrences can lead to a story. Clear structures and routines are established to allow young writers to carry on during writing, developing stamina. Students choose topics, and plan for writing and drafting as best they can. They learn to manage the tools of writing workshop as they work through the writing process. Students learn strategies that begin to enable them to add more writing to their stories, stretch words out for spelling, plan details for their stories, focusing on the most important part of the story, write story endings and revise and edit with partners. Good writing habits such as rereading and monitoring for sense are emphasized.

Unit 3: Writers as Mentors

Within this unit students will use a variety of authors as mentors. They will read mentor author's books, identify their techniques, explore various examples, think about different author's craft, and apply what they have learned to their own writing. They will continue develop their style of writing and work daily on revision of their writing pieces. After studying many authors they will begin to incorporate different styles in their own writing and develop their own personal style.

Unit 4: Nonfiction Writing: Procedures and Reports

Within this unit students learn that writers sometimes write to teach. While discovering writing techniques for how-to books, students will be immersed in a variety of informational texts. Students begin to sequence using step-by-step procedures for how-to books while learning to check for clarity, editing techniques, planning sequencing stages, labeling diagrams, revising and incorporating many features of nonfiction books in their own writing. Using procedural writing and informational writing, students begin to challenge their personal writing skills and their writing ideas. Students recall a procedure that they can do independently and then, through writing, lay out the directions for that procedure. Sequencing and explicit directions are learned to write a comprehensive how-to book.

Unit 5: Poetry

Within this unit students will explore how poets write and work to write their own poems. They will be exposed to many different examples of good poetry. They will learn to create visual pictures in their minds and develop meaning of what the poem is about. Writers are encouraged to write their own poems and explore with line breaks, powerful and descriptive language, and conveying clear, precise images to help with meaning.

Unit 5: Craft of Revision

Within this unit students learn that revision helps make their work readable and accomplished. Students select earlier written pieces of their work and begin the journey of using a variety of revision strategies to help get their pieces ready for classroom publishing. Basic revision strategies including adding to the middle of a text, adding dialogue, and taking away pieces of the writing that don't fit are all taught with the students actively changing and editing their own pieces. Students learn that revision

includes cutting, stapling, adding details and re-sequencing when necessary to improve the writing. Qualities of good writing including students learning how to revise leads and endings of a story, show not tell in writing, revision that takes place while writing the initial draft and working with a partner during revision. Students begin to make personal decisions on how they would like their writing pieces to look for classroom publication.

Mathematics

The second grade math curriculum focuses on many content stands, skills, and concepts. Frequent practice of basic skills occurs through ongoing program routines and mathematical games. We provide a realistic approach to problem solving in everyday situations and applications. Our instructional approach is to revisits topics/skills regularly to ensure full concept development and long-tern retention of learning.

Unit 1: Addition and Subtraction Facts and Place Value

Students will study place value and basic facts in a variety of ways including:

- modeling, reading and writing numbers to 200 as numerals or in expanded form
- practicing basic addition and subtraction facts to 20
- comparing and ordering numbers to 200
- skip counting using a number line or grid by 2's, 5's, 10's, 3's and 4's
- using inverse operations
- problem solving story problems using addition and subtraction

Unit 2: Money and Time

Students practice telling time and changing representations of money by:

- determining the value of coins up to a dollar
- solving money story problems with addition and subtraction
- telling and writing time to 15 minute intervals
- solving time story problems with hour and quarter hour intervals

Unit 3: Adding and Subtracting Whole Numbers

Students work with addition and subtraction of whole numbers in many ways including:

- using strategies to find sums and differences of two two-digit numbers
- adding and subtracting a multiple of 10 using mental math
- skip counting using strategies for counting by 2's, 5's, 3's, 4's
- developing estimation strategies and using them to check sums and differences
- solving story problems with addition and subtraction

Unit 4: Shapes Two-dimensional and Three-dimensional

Students identify common attributes of shapes and learn to:

- identify, describe, and compare familiar shapes
- classify two-dimensional shapes with common attributes
- classify three-dimensional shapes with common attributes
- discuss three-dimensional shapes and their relationship to two-dimensional shapes
- identify line symmetry in shapes

Unit 5: Sorting, Classifying and Representing Data

Children learn to collect data to answer specific questions in a variety of ways including:

- collecting and displaying data using tables, pictographs, bar graphs and plot lines
- using scale factors of 2 and 3
- reading and interpreting graphs
- solving problems using data graphs in various forms and orientations
- plotting points on graphs and maps

Unit 6: Whole-Number Operations

Students work with whole numbers in a variety of ways including:

- addition and subtraction
- estimating sums
- problem solving using one of the four operations
- understanding concepts of multiplication by using equal groups, array, and area models
- begin to understand the concept of division

Unit 7: Measuring Length, Area, Weight, and Temperature

This unit extends children's skills in measurement in several ways including:

- units of measurement including customary and metric systems
- understanding perimeter
- solving problems related to length and perimeter
- practicing the concept of area through measurement with non-standard and standard units
- reading Fahrenheit and Celsius on thermometers

Unit 8: Representing and Using Fractions

Students expand their understanding of fractions by examining:

- the concept of fractions
- denominators and the size of fractions
- equivalent fractions and fractions equal to one
- unit fractions

Unit 9: Decimals, Place Value and Money

Students use money to develop their understanding of decimals in many ways including:

- relating dimes and pennies to decimal fractions
- using money amounts in decimal notation
- using money amounts up to $9.99
- solving story problems with a money context

Unit 10: Another Look at Whole-Number Operations

This unit summarizes whole number and decimal computation in a number of ways including:

- reading, writing, and using place value from thousands to hundredths
- adding and subtraction of two-digit whole numbers and decimals using money context
- solving problems by adding, subtracting and multiplying up to 5x5
- calculating sums and differences using mental math, paper and pencil and calculators
- using various models of multiplication and division

Social Studies

Unit 1: What is a community?

In this foundational unit students explore characteristics of communities, the reasons people live in communities, and different kinds of communities. The unit begins with a review of the concept of family and explores the question, "Why do families live in communities?" Students then investigate common characteristics of a community including location, physical characteristics, history, government, people, and businesses. Students explore two reasons people live in a community and are introduced to the concept of government. Using a variety of resources, including photographs and illustrations from picture books, students then examine different kinds of communities and explore how communities differ in size and geography. Using a Venn Diagram, students identify similarities and differences between two communities. Finally, students begin to create a profile of their local community by gathering information from family members and friends about what makes their community special.

Unit 2: Where is my community and what is it like there?

In this unit students use the context of their local community to explore the five major themes of geography: location, place, human/environment interaction, movement, and region. The unit begins with an exploration of a variety of maps and a review of map skills covered in kindergarten and grade one. Using a community map, the concept of relative location is introduced. Next, students explore a map of the community and identify various regions such as residential areas and important physical features in the community. Synthesizing what they have learned, students construct a simple map of their local community. Integrating the second grade science content expectations, students learn about major landforms and bodies of water found on the Earth. Returning to the map of the community,

students identify major roads and discuss how roads help to connect places and move goods and people. Using a Venn Diagram, students compare the human and physical characteristics of their community with those of another community. Human environment interaction is introduced as students explore how people interact with the environment and the consequences of changing the environment. Finally, the geographic theme of region is expanded as students learn their community is part of several larger regions including county, state, country, continent, and planet.

Unit 3: How do citizens live together in a community?

In this unit students explore many important civics concepts using the context of local government. The unit begins with a lesson that explores diversity in communities and also reviews why people live in communities. Then, students explore the reasons people form governments including the need for laws, safety, and order. In a lesson on core democratic values and how they create a foundation for government students are introduced to the values of the common good, individual rights, and patriotism. Students then explore the meaning and importance of the Pledge of Allegiance. Using the example of school rules as a springboard, students next examine the reasons communities need laws. Then, they learn how local governments make, enforce, and interpret laws. Students compare narrative text and informational text as they learn about the role mayors play in local government. This serves as an introduction to for the next lesson on different functions of local government. In a final lesson on citizenship students learn about the roles and responsibilities of citizens in local government. As a culminating activity, students take part in a simple simulation of a town council meeting where they have to decide whether to buy a new police car or new playground equipment for a local park.

Unit 4: How do people live together in a community?

In this unit students explore several economic concepts using the context of their local community. The unit begins with a review of the concepts of scarcity and choice from previous grades. Through simulation and literature such as *Sam and the Lucky Money* or a similar book, students are introduced to the concept of opportunity cost. Using a graphic organizer, students apply these concepts to an economic decision and identify the opportunity cost. Next, using the book The *Goat in the Rug* or a similar book, students explore how natural, human, and capital resources are combined to produce goods. Students then examine how businesses in a community help people meet their economic wants. Using a variety of resources, students identify businesses in their local community and connect the businesses with wants and needs they help to meet. In a culminating lesson, students are introduced to the concept of specialization. All economic concepts addressed in the unit are reviewed and assessed using the book, *The Ox Cart Man* or a similar book.

Unit 5: How do communities change?

In this unit students use historical thinking to explore their local community's past and how communities change over time. The unit begins with a review of historical concepts and ideas from first grade. Using the book *The Oxcart Man* or a similar literature choice from the economics unit, students identify evidence the story took place in the past. Using a graphic organizer, students compare life in the past with life today. Acting as historians, students investigate various ways we learn about history and begin to gather information about the history of their local community. In a lesson on chronology (sequence) they explore a timeline of local community events. Using *The House on Maple Street* and *A River Ran Wild* or similar books, students investigate and compare change over time in a fictional and a non-fictional community. First, students investigate change in the community in *The House on Maple Street*

and then investigate change in their own local community. Students identify historical figures in the local community and explain their contributions and significance in local history. Using the book, *A River Ran Wild*, students identify how a problem was solved in a community's past and look for examples of past problems in their own local community. Students are introduced to the concept of historical perspective as they begin to understand why people may view the same historical event in different ways. Finally, using the information about their community's past which they have gathered throughout the unit, students create a class book describing and illustrating the history of their local community.

Unit 6: How can a citizen affect a community?

In this unit students synthesize what they have learned about communities throughout the year by exploring the role of citizens in a community and how people work together to solve public issues. The unit begins with an exploration of the qualities of a good citizen using the book *Good Citizen Sarah*. Students then examine ways citizens work together in a community to solve problems through the book *The Giant Jam Sandwich.* The term 'public issue' is introduced as the class explores the idea that often people disagree about how to solve a community problem or issue. Using a decision making model, students are given a case study about a garage sale controversy in a mythical town. Students work in small groups to generate possible solutions to the garage sale problem and use the decision making model to evaluate these solutions. Given a local community issue, students are asked to generate solutions and take a position on a solution. In a final lesson that can be used at any appropriate time during the year, students participate in a project to improve their community.

Science

Properties of Materials and Mixtures: Matter Unit

Students will:

- Compare and classify objects composed of one substance (matter) with those composed of more than one substance (mixtures)
- Plan and conduct simple investigations that compare the weight of objects using balances
- Describe objects and substances by their properties
- Measure the volume of liquids using common measuring tools
- Use metric unit measurements in data collection
- Generate questions based on observations of various objects

Watch it Move Unit (Force and Motion)

Students will:

- Explain the difference between push and pull
- Identify and describe changes in motion
- Explain how the change in motion of an object is related to the strength of the force
- Deepen their understanding of gravity
- Explain friction and the effects of lubricants and various surface areas with moving objects
- Plan and conduct investigations to measure the speed of an object
- Identify materials that are attracted by magnets.
- Observe that like poles of a magnet repel and unlike poles of a magnet attract.

Landforms and Water (Earth Science)

Students will:

- Identify and describe major landforms
- Identify water sources on Earth
- Understand and explain the water cycle process and groundwater systems
- Describe the major bodies of water
- Explain the difference between an ocean and a lake
- Build a 3D map modeling geographic features
- Create simple charts and graphs to share information about water or landforms

Plants and Animal Life Cycles Unit (Life Science)

Students will:

- Observe and record data describing the stages of a butterfly life cycle
- Compare and contrast the life cycle of a butterfly with another insect
- Identify and explain the basic needs of plants for survival
- Identify the parts of a plant and explain their function
- Begin to understand photosynthesis
- Compare and contrast a variety of plant species with their germination and growth patterns
- Describe the life cycle stages of familiar flowering plants from seeds to fruit
- Plan and conduct simple experiments on plant growth using dependent and independent variables
- Make accurate metric measurements illustrating plant growth
- Read non-fiction books about plants and share information with peers