



1141 Kimberton Road, Chester Springs, PA 19425

**2017-2018
SECOND GRADE CURRICULUM**

SOCIAL DEVELOPMENT

Second grade is a year of transition. Children want to play and have a good time but are also very enthusiastic learners. Second grade students are pleasant and a constant source of energy and light. Second grade students benefit from teacher direction and modeling cues to enhance the problem-solving process. The students are loving and demonstrative. They often still show physical signs of affection towards their teachers and peers.

Work and study habits are just beginning to emerge during this school year. During second grade, the students continue to put the skills together that originated in first grade, and they are introduced to more organizational skills. As the year progresses, second graders can concentrate on materials presented for longer periods of time. Completion of independent assignments becomes more frequent as students practice time-management skills. Their academic workload increases incrementally. More challenging concepts accompany the increasing responsibilities.

Students participate in more cooperative learning activities as they together learn how to work as a team and in small group settings. Problem-solving skills also evolve as the children encounter conflict resolution opportunities. Second grade students express themselves in complete sentences, both orally and in written form. As in finely tuned machines, their confidence and abilities begin to synchronize. They have the ability to meet the challenges of third grade.

LANGUAGE ARTS

The language arts program in second grade uses a literature-based approach. The students read a variety of trade books that are selected to meet the needs of the individual child. Reading for meaning is the main approach utilized, and it focuses on literal comprehension, beginning inference skills, predicting outcomes, and drawing conclusions.

Higher order thinking skills are also introduced in Second grade. If difficulties occur, such as confronting an unfamiliar word, the student is guided through decoding and comprehension strategies that are based on previous knowledge and word families.

Teachers follow a systematized plan using the Wilson Language program called Foundations. Foundations is a structured program that builds and improves students' decoding skills in reading and encoding skills for spelling. The program emphasizes phonemic awareness, phonics, high frequency words (trick or sight words), fluency, vocabulary, handwriting, and spelling.

The Six Traits Writing model fosters a common language and consistency about writing and assessment for teachers and students which is designed to teach students the craft and quality of writing. The model is comprised of *ideas and content, word choice, conventions, voice, sentence fluency, and organization*. These traits will be taught through literature, teacher modeling, and student examples. The strength of the model is the consistency of common language over the students' writing career so the focus is on feedback towards refining each student's individual instruction in writing.

The students have spelling lists assigned each week. These words build upon previously learned phonetic skills as well as to teach new rules that apply to daily writing. Writing assignments may include personal narratives, journal writing, simple poetry, letters, and short stories. Although some stories are teacher-directed, most come from the children's own ideas. Grammar skills are introduced to further enhance the children's knowledge of reading and writing.

Handwriting is another aspect of the language arts program. These lessons are taught with a dual purpose in mind: accuracy of letter formation and practical application. The children are expected to master manuscript writing during the first semester; cursive writing is introduced during the second semester.

There is time during the day for the students to listen to a variety of children's literature that serves to stimulate their interest in the reading and writing process.

SKILLS

Speaking and Listening

- Follows oral directions
- Expresses ideas verbally in a clear manner
- Asks questions to monitor understanding
- Speaks confidently before a group
- Listens attentively in class

Reading

- Uses a variety of phonetic clues while reading
- Recognizes word families
- Identifies rhyming words
- Recognizes visual patterns in words
- Recognizes syllables through auditory clues
- Uses picture and context clues to decode unfamiliar words
- Has an extensive sight word vocabulary

- Recognizes the main idea in a paragraph
- Locates specific information in the text to support an answer
- Completes comprehension questions in writing
- Predicts what will happen next in a story
- Applies prior knowledge both before and during reading
- Participates in literature discussion groups
- Answers questions accurately when listening to a story
- Practices oral reading skills
- Accesses websites that correlate with reading material
- Can retell a story
- Recognizes story elements (characters, setting, problem, and solution)
- Recognizes if a story is fiction or nonfiction
- Selects appropriate reading material for pleasure reading at home

Writing Process

Grammar

- Uses correct punctuation at the end of a sentence
- Writes both simple and compound sentences
- Capitalizes proper nouns and the beginning of sentences
- Identifies proper nouns, singular and plural nouns, verbs, adjectives, synonyms, antonyms, root words, contractions, compound words, some prefixes and some suffixes

Spelling

- Uses less invented spelling and more conventional spelling
- Spells many high frequency words correctly
- Studies for weekly spelling tests
- Website provided for study practice

Handwriting

- Uses proper spacing between letters and words
- Forms uppercase and lowercase letters correctly
- Has clear and legible handwriting
- Practices Zaner-Bloser handwriting in manuscript and cursive

Application

- Writes for a variety of purposes
- Writes stories that are interesting and imaginative
- Expresses ideas in a clear and concise manner
- Reads own writing to others
- Uses knowledge of story elements when writing
- Uses a rich vocabulary when writing
- Organizes writing in a logical way
- Self-selects topics to write about
- Writes a short research report using a variety of materials

- Research Skills
- Alphabetizes
- Uses a dictionary
- Summarizing information
- Uses a table of contents
- Locates information
- Keyboarding skills
- Navigating search engines

ENRICHMENT ACTIVITIES

Research project

Field trips

Related art activities

Creating chapel programs

Literature presentations and projects

Computer programs and Internet use

Readers' Theater

RESOURCES

-*Zaner-Bloser Handwriting* by Clinton S. Hackney, 1999

-Fundations, by Wilson Reading

-The Write Source, grammar program

-Write Traits, Great Source

-Computer software programs

-Trade books - The following are some examples of trade books used to deliver language arts instruction rich in social studies content. These trade books are a balance of fiction and nonfiction and are used in both our flexible and guided reading groups as well as through shared readings and teacher read alouds.

(Some of the titles we will be reading include The Very First Americans by Cara Ashrose, If You Lived with the Iroquois, If You Lived with the Cherokee, If You Lived with the Sioux, If You Lived with the Hopi, and If You Lived with the Indians of the Northwest Coast by Anne Kamma, The Legend of the Bluebonnet by Tomie DePaola, The Mud Pony by Caron Lee Cohen, Buffalo Before Breakfast by Mary Pope Osborne, A Child's Alaska by Rudolph Murphy, Under Alaska's Midnight Sun by Deb Vahasse, Balto of the Blue Dawn by Mary Pope Osborne, Flat Stanley's Worldwide Adventure 6, The African Safari Adventure by Jeff Brown, Rookie Read About Geography, Africa by Rebecca Hirsch, Amazing Animals, Elephants by Kate Riggs, and Lions at Lunchtime by Mary Pope Osborne.)

-Various published inference and grammar references

SOCIAL STUDIES

Social studies in second grade will be taught using a thematic approach. We will study indigenous people, including Native Americans, as well as the customs, traditions, and geography of Alaska and Africa. Second graders will also sharpen their geography skills while learning how to use directionality, keys, and symbols to interpret maps. Current events will be introduced through Time for Kids. The discussions that ensue will allow students to explore empathy and curiosity, as well as strengthen their problem-solving skills.

SKILLS

- Evaluate the impact of various countries, cultures, customs, contributions, and traditions in modern society.
- Demonstrate understanding of the contributions of significant individuals in Africa, Alaska, and Native American tribes within their respective groups.
- Read and interpret a variety of maps
- Name and locate the continents and oceans
- Describe and locate landforms (islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps, and 3-D models
- Use maps, graphs, globes, media, and technology sources to acquire information
- Demonstrate awareness of current news
- Explain how various cultures model good citizenship and positive character traits
- Use technology in internet challenges, research skills, map skills, and acquiring knowledge related to units of study

ENRICHMENT ACTIVITIES

Role-playing and skits

Field Trips

Computer programs and Internet use

Current Events

RESOURCES

Various trade books and read alouds, and Readers Theater scripts used for directed reading activities and class discussions

Map and Globe Skills - Google Earth, student atlases

MATHEMATICS

The Singapore Math method of teaching and learning is being used in grades PreK-2 using the *US Edition of Primary Mathematics* textbook and workbook series. Singapore Math emphasizes the development of strong number sense, excellent mental math skills, and a deep understanding of place value. The curriculum is based on a progression from a concrete experience (using manipulatives), to a pictorial stage (picture representations), and finally to an abstract level or algorithm. The sequence gives students a solid

understanding of basic mathematical concepts and relationships. These concepts are taught to mastery with a focus on early math vocabulary and math literacy. Singapore Math's framework has problem solving at the heart of the curriculum to foster strong mathematical thinkers who are persistent and confident math students.

The second grade math curriculum builds on what was taught in previous grades and is geared to meet the individual needs of each child. While group teaching is also used with some concepts, the child is frequently encouraged to work at his/her own pace.

Manipulatives are used whenever possible to help more abstract concepts become understandable. Word problems are taught with specific learning strategies in mind and are practiced on a regular basis. Critical thinking skills are incorporated into daily lessons to teach students to make connections between concepts and further their mathematical abilities.

SKILLS

- Numbers to 1000
- Addition & Subtraction
- Length
- Weight
- Multiplication & Division
- Money
- Fractions
- Time
- Capacity
- Graphs
- Geometry
- Area
- Mental Math
- Bar Modeling / Problem Solving

RESOURCES

Singapore Math textbook, Primary Mathematics, Marshall Cavendish Education

Singapore Math manipulatives

Singapore digital resources

Singapore SmartBoard lessons

SERVICE LEARNING

Montgomery has always taken pride in teaching our students the importance of service to others, which is part of our school mission. The service projects are directly tied to our classroom curriculum. This approach gives students the opportunity to observe directly the measurable change that is provided through their efforts in a grade appropriate way. The project will not only affect the recipient of the service, but also the providers -- our students. The service learning project in second grade will correlate with our unit on

Africa, focusing specifically on our school's pen pal relationship with the Kenya Connect program. In celebration of International Literacy Day (an International Literacy Association initiative), celebrated each September, our students will literally take steps to advance literacy. Through classroom studies, students will become more aware of the challenges students in other countries (particularly Africa) face to not only attend school, but to gain access to adequate resources which promote literacy and lifelong learning. Students collect donations and pledges based on the number of steps and or approximate miles they walk. The money is donated to Kenya Connect earmarked specifically for resources which support the advancement of literacy in the 52 schools served by a teacher and student resource center in Kenya.