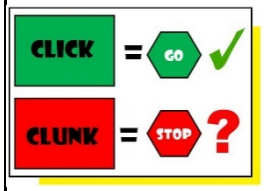
Second Grade Language Arts – Reading 1st 6 Weeks Curriculum Corner

	1 Aug 20-24	2 Aug 27-31	3 Sept 4-7	4 Sept 10-14 R3D	5 Sept 17-21 R3D	6 Sept 24-28 R3D
Genre	Realistic Fiction	Realistic Fiction	Realistic Fiction	Informational	Informational	Informational
Big Idea	Class Policies/Procedures	Class Policies/Procedures	Monitor and Adjust	Monitor and Adjust	Monitor and Adjust	Activate & Connect
Target Skill	Sequence of Events	Author's Purpose	Story Structure	Compare/Contrast	Main Idea & Details	Text & Graphic Features
Word Work	short a, I, & o	Sn__, st, fl__, fr__, __s	Gr_, dr_, _es, pl_, sm_, _ed, sp, cl_, sk, sl_	Final e, _s, review	_ing, _ed	_ing, _ed
Vocabulary	ABC Order	Multi Meaning Words	Base Words endings –ed & -ing	Using a Glossary	Compound Words	Base Words & Prefixes Un- & Re-

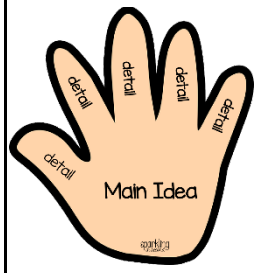
Fun Ways to Practice at Home

Monitor and Adjust: Strong readers think while they read. What do you do if you are stuck? Readers get stuck for different reasons. They may not be able to sound out a word, a word may not make sense in the sentence, or a whole sentence, paragraph, or text may not make sense at all! As adult readers, we know that we need to stop and figure out what is going on, but young readers need to develop that skill. Here is one way to help promote monitoring and adjusting thinking while reading.



How can you help your student monitor and adjust as they read? Use the "Click and Clunk" method to help your child think while he/she reads and know what to do if **comprehension** breaks down.

- After reading a sentence or two, **STOP and ASK** your child if they got it? Does it make sense to them?
- If yes, that is a "clink." When you read a series of sentences together, it should feel like "clink, clink, clink" because you get it! **Keep reading!**
- However, if it does not make sense or your kiddo does not understand what he is reading, that is a "clunk." When "clunks" happen, and they will, have your child GO BACK AND REREAD.



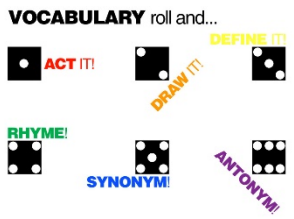
Expository text and finding the main idea and supporting details go hand in hand! **Expository** writing informs and explains or describes that which IS REAL or TRUE by using main ideas, details, and other text features.

How can you help your student find the main ideas and details in text?

- Find books about topics that interest your child.
- As you read together, talk and use your child's hand to reinforce the following concepts:
  - What is the topic or main idea of what your are reading? Touch the palm of hand.
  - How do you know? Lift one finger per detail.
  - Text features can also contain information that support the main idea. What text features do you see? (pictures, captions, quotes, charts & graphs, etc…)
  - How does the information in the text feature connect to the main idea?
- **Conversation starters:** What did you read today? What was it all about? What details do you remember? What was the most important thing you learned today? What details do you remember?

Vocabulary: We all need strategies for learning new vocabulary, no matter our ages or backgrounds. Most students need word-learning strategies to become independent readers. We learn new words from many sources such as –

- Rich conversations with adults and peers,
- From hearing/reading words over and over,
- From wide-reading,
- From word play,
- By making patterns and connections between new and known words, and
- From direct instruction like students get at school every day.



How can you help your student with vocabulary: Make learning new words fun at home! Make a poster like this one, and then roll the dice to find out how to show what the word means! If your child does not know the meaning to begin with, help them! Use clues from the pictures and text or look the word up in a dictionary. Do not be embarrassed! Be excited that you get to learn new words together!

Conversation starters: What new words did you learn in class today? What does it mean? Then use it often!

Second Grade Mathematics – 1st 6 Weeks Curriculum Corner

Enduring Understanding (The Big Idea): Students develop and use strategies, methods, properties of numbers, and tools for whole number computations of sums and differences in order to solve problems with efficiency, accuracy, and reasonableness. Students apply the process standards by connecting equations and representations to strategies for solving word problems.

Essential Vocabulary				
Addend	Addition	Combine (join)	Separate	a.m./p.m.
Difference	Equation	Expression	Inverse Operation	Hour/Half-Hour
Related Number Sentences	Representation	Subtraction	Sum	Minutes

Enduring Understanding (The Big Idea): Students collect, organize, and display data to make it useful for interpreting information and solving problems. Students apply the process standards by connecting equations and representations to strategies for solving problems involving data representations.

Bar graph	Category	Compare	Data Representation	Pictograph
Data	Graph	Key	Data Analysis Process	Scale

Enduring Understanding (The Big Ideas): Students understand and can explain how to represent and compare whole numbers, the magnitude of whole numbers, and relationships, including patterns within properties of operations and within the numeration system related to place value. Students use distances and points on number lines, both open and closed, to represent numerical values.

Compare	Compose/Decompose	Digit	Benchmark Number	Distance
Greater than (>)	Less than (<)	Expanded form	Hundreds/Tens	Word Form
Order	Number Line	Ones Period	Thousands Period	
Place value	Standard form	Open Number Line	Place value chart	

Fun Ways to Practice at Home

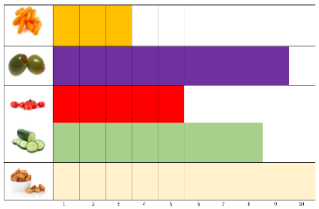
Recall basic facts within 20. Addition and subtraction facts are the foundation on which more complicated math computation will be based. Fluency and accuracy are a must!

How you can help your student recall basic facts within 20?

- Go to http://www.math4texas.org/Page/95
  - Click on Basic Number Operations on the left-hand menu and then on Basic Addition & Subtraction Facts.
  - You will find great info with many digital tools that will provide lots of practice for your 2nd grader!
- No internet? Play Subtraction (or Addition) War
  - Shuffle a deck of cards and deal them face down, to each player until the deck runs out. Assign picture cards such as jacks, queens, and kings a value of 10. Aces = 1.
  - Each player turns over 2 cards, makes a subtraction # sentence, and says it out loud including the answer.
  - The player with the highest difference (answer) adds all of those cards to the bottom of his stack.
  - If both players have the same answers, then it's war! Both players lay 4 cards face down and turn two over. REVERSE the operation to ADDITION! The player with the highest sum wins all 8 cards!

Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more: Students will need to organize and interpret data in graphs frequently in their lives. In 2nd grade, students are expected to sort and organize information (up to 4 categories) using pictographs and bar graphs.

How you can help your student organize and represent data in graphs? Turn your kitchen into a math lab! Whether you are making salad or stew, this activity will give you and your child real-life opportunities to use math at home! Make a dinner salad and graph the ingredients. Remember to teach your child to wash up before preparing food!



Questions parents can ask:

- Which veggie has the longest and shortest bars? What does that mean?
- Do you have too many or not enough of anything? How do you know?
- What are some other things we can graph at home?

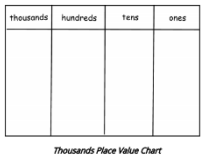
Use place value to compare and order numbers up to 1200 using comparative language, numbers and symbols (>, <, or =):

Comparing numbers-

Comparative language: Less than, greater than, equal to

Landmarks: ____ is less than ____ because it comes before ___ on the number line; ___ is greater than ___ because it comes after ___ on the number line

Place value example: 1,033 and 1,124 can be compared by looking at the hundreds place to determine that 1,124 is greater than 1,033 because the thousands are the same but 1,033 has no hundreds



Thousands Place Value Chart

How you can help your student compare numbers? Use Legos! First draw two thousands place value mats. Then designate one type of Lego to represent ones, tens, hundreds, and thousands. Create two different numbers by placing different combinations of Legos on the charts. Use words to explain why one number is larger or smaller than the other.