

## Second Grade Language Arts – Reading 2<sup>nd</sup> 6 Weeks Curriculum Corner

	1 Oct. 2-6	2 Oct. 9-13	3 Oct. 16-20	4 Oct. 23-27	5 Oct. 30-Nov. 3	6 Nov. 6-10
<b>Genre</b>	Fiction	Drama	Drama	Drama	Fiction	Fiction
<b>Big Idea</b>	Visualize/ Sensory Images	Visualize/Sensory Images	Visualize/Sensory Images	Visualize/Sensory Images	Infer	Infer
<b>Target Skill</b>	Cause and Effect	Elements of Drama	Elements of Drama/ Dialogue	Elements of Drama/ Plot	Conclusions	Story Structure & Plot
<b>Word Nerds</b>	<ul style="list-style-type: none"> <li>▪ Rotten</li> <li>▪ Dangerous</li> <li>▪ Breeze</li> <li>▪ Judge</li> </ul>	<ul style="list-style-type: none"> <li>▪ Squirmed</li> <li>▪ Refused</li> <li>▪ Gobbled</li> <li>▪ Discouraged</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rude</li> <li>▪ Honor</li> <li>▪ Fellow</li> <li>▪ Shame</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anxious</li> <li>▪ Sultry</li> <li>▪ Peculiar</li> <li>▪ Babble</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sent</li> <li>▪ Plain</li> <li>▪ Blooming</li> <li>▪ Tough</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shake</li> <li>▪ Smooth</li> <li>▪ Alone</li> <li>▪ Real</li> </ul>
<b>Vocabulary</b>	Context Clues	Synonyms	Synonyms	Synonyms	Homophones	Idioms

### Fun Ways to Practice at Home

**Visualize/Sensory Images:** Strong readers picture what they read while they read. It is much like watching the story play out in a movie in your head. Sometimes we call that making a “mind movie!” If readers are not able to visualize, comprehension is lost. Perhaps background knowledge is not solid enough for the child to understand the text or perhaps he or she needs to reread for understanding.

#### How can you help your student visualize and form sensory images as they read?



- You can have your children stop every so often while reading aloud to describe the pictures in their minds.
  - They can even draw for you what they see.
- You can ask them a question such as –
  - What do you picture as you read this paragraph?
  - When reading this story did you make pictures in your head?
  - How did these pictures help you understand the story better?
  - This part makes me picture \_\_\_\_\_.

#### Drama is often the most popular text that students read in elementary school!



A drama or play is a story that is written to be acted out on stage. Kids often love reading scripts for many reasons. They like reading parts of the text rather than the whole text, and it is fun because it can be acted out. An added bonus is that students

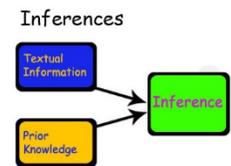
don’t mind rereading because they want their lines to sound good! This often helps them build reading fluency without even realizing it.

#### How can you help your student read and comprehend stories written in script format?

- When reading plays at home, ask other family members to take a part to read during your practice time.
- Trade parts! You never know when someone will be sick and a “stand-in” or “substitute” reader will be needed.
- Visualize the story. There is not very much description in a play so being able to visualize the story in your head helps improve comprehension.
- Discuss the same elements you do for fiction:
  - Characters/Actors-people, animals, and other creatures in the story
  - Dialogue-spoken conversation between two or more characters in a play
  - Setting-when and where the story takes place
  - Plot-all of the action that takes place in the story
  - Solution-how the problem was solved

#### Making inferences is a critical reading comprehension skill!

In fact, it is so important that students will probably spend time practicing making different kinds of inferences each 6 weeks in every grade level. Inferences are sometimes harder to make when the text becomes more complex. Inferring is also known as “reading between the lines.” As readers, we figure out things that the author is trying to tell us even though he does not say it directly.



#### How can you help your student make inferences while reading?

- **Make inferences together.** For example, Dad seems tired tonight. How can we tell? He’s rubbing his eyes, he’s on the couch, he was yawning at the dinner table.
- **Paper bag mystery person** – Put a few items into a brown paper bag. Tell your child the bag belongs to a certain type of person. Their job is to tell you something about the person, then take out each item one by one and talk about it.
- **Play twenty questions!** One player thinks of something the other players has to figure out. Then everyone takes turns asking simple questions that have yes/no answers. Help your child to avoid asking direct questions like, “Is it a dog?” Rather, encourage him to ask broader questions, “Does it walk on four feet?” Then, when your child figures it out, ask him to tell you the clues that lead to the right answer.

**Conversation starters:** What was the best “mind movie” you saw in your head today? What did the text say to help you do that? Did you read any plays today? What was the name of it? Tell me about the part you have. Did you make any big inferences today? What was the most notable one?



## Second Grade Mathematics – 2<sup>nd</sup> 6 Weeks Curriculum Corner

**Enduring Understanding (The Big Idea):** Students understand and can explain how to represent and compare whole numbers, the magnitude of whole numbers, and relationships within the numeration system related to place value. Students apply process standards to select and use distances on number lines

### Essential Vocabulary

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

**Enduring Understanding (The Big Idea):** Students develop and use strategies, methods, 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.

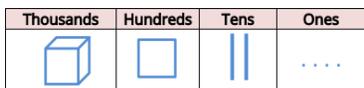
Associative property	Commutative property	Addend	Addition
Combining	Comparing	Multistep problems	Number pattern
Strip Diagram	Unknown	Separate	Subtraction
Related Number Sentences	Algorithm	One dollar (\$, \$1.00)	Inverse Operation
Penny (pennies) \$0.01, 1¢	Dime(s) \$0.10, 10¢	Nickel(s) \$0.05, 5¢	Quarter(s) \$0.25, 25¢

### Fun Ways to Practice at Home

**Use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.**

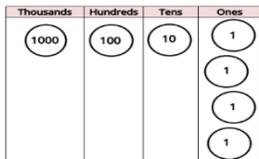
**How you can help your student use concrete and pictorial models to compose and decompose numbers up to 1,200?**

- Drawing concrete models to represent place value in numbers might seem hard. Here are a few easy ways to do it!
- Draw base-ten models.



Drawing 1124 using base-ten models

Draw place value disks.



Drawing 1124 using place-value disks

- Show a number up 1,200 and ask your student to write the digit representing that value in the correct place using a place value table
- Show your child a number and ask them to show the value of each digit as a sum of those values...e.g.  $345 = 300 + 40 + 5$  or  $200 + 100 + 40 + 5$

**Use standard, word, and expanded forms to represent numbers up to 1,200.**

Standard form:	787	605
Word form:	Seven hundred eighty-seven	Six hundred five
Expanded form:	$700 + 80 + 7$	$600 + 5$

**How you can help your student use these three forms to represent numbers?**

1. Have them write the number in standard form.
2. Help them read the number out loud and then write the words.
3. Finally write the number in expanded form.
4. Online games to help with this skill are located at <http://www.math4texas.org/Page/181>.

**Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.**

**How you can help your student use mental strategies and algorithms to add and subtract multiple two-digit numbers?**

1. Ask your child to solve problems involving 2-digit numbers using mental math strategies. Here are some examples your child may use shown below:
  - a. Keep one number whole and add the second number in **parts by place value**.  $59 + 23 = 59 + (20 + 3) = 79 + 3 = 82$
  - b. Using **adding by place**, the student adds all the tens and then all the ones.  $48 + 32 = (40 + 30) + (8 + 2) = 70 + 10 = 80$ .
  - c. **To subtract**  $38 - 24$ , the student may “**add on**” by starting with 24 and adding on “6” to get the friendly number of 30, and then adding on “8” more to get 38. The student added 6 and 8 to get from 24 to 38, so the difference is 14.
  - d. Using the **compensation** strategy to solve  $99 + 99 + 99 + 99$  the student thinks  $100 + 100 + 100 + 100 = 400$ , then compensates by subtracting  $400 - \underline{\quad} = 396$
  - e. Given  $24 + 55 + 36 + 45$ , a student may **decompose the addends** based on place value, regroup, and combine using mental math.  $(20 + 50 + 30 + 40) + (4 + 6) + (5 + 5) = 140 + 10 + 10 = 160$ .
  - f. Given  $24 + 55 + 36 + 45$ , a student may use **the Associative Property** for Addition, rearranging numbers to make the problem simpler  $(24 + 36) + (55 + 45) = 60 + 100 = 160$ .

**Conversation starters:** Which model do you prefer to use when drawing a sum or number? What mental math strategies worked best for you today? Why?

# Place Value Chart

<b>Thousands</b>	<b>Hundreds</b>	<b>Tens</b>	<b>Ones</b>