



Second Grade Language Arts – Reading 4th 6 Weeks Curriculum Corner

		2	3	4	5	6	Notes
Genre	Humorous Fiction	Fiction/Fantasy	Biography	Biography	Nonfiction	Folk Tales	Early Release March 1
Big Idea	Ask Relevant Questions	Determining Importance	Determining Importance	Determining Importance	Determining Importance	Questioning	Reading 3D January 16 th -February 8 th
Target Skill	Text/Graphic Features	Compare/Contrast	Understanding Characters	Sequence of Events	Main Idea & Details	Understanding Characters & Theme	
Word Nerds	<ul style="list-style-type: none"> ▪ Wisdom ▪ Polite ▪ Agreed ▪ Tearing 	<ul style="list-style-type: none"> ▪ Gazing ▪ Sprang ▪ Overlooked ▪ Exercise 	<ul style="list-style-type: none"> ▪ Fluttering ▪ Express ▪ Wonder ▪ Excepted 	<ul style="list-style-type: none"> ▪ Cheered ▪ Hurried ▪ Extra ▪ Practice 	<ul style="list-style-type: none"> ▪ Steer ▪ Junior ▪ Waterproof ▪ Slippery 	<ul style="list-style-type: none"> ▪ Boasted ▪ Tranquil ▪ Boisterous ▪ Befriended 	
Vocabulary	Synonyms	Prefix Over-	Suffix -y & -ful	Antonyms	Dictionary Entry	Idioms	

Fun Ways to Practice at Home

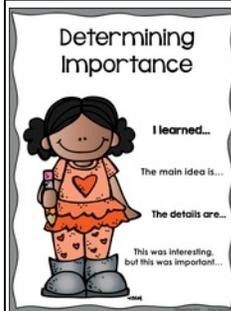


Ask Relevant Questions: As readers, we act like detectives who ask questions to help us understand what we are reading. In fact we ask

questions before reading, during reading, and after reading. Sometimes we find the answers to our questions while we are reading, but sometimes we have to search for the answers. Questions often start with “w” words like *who, when, where, what, and why* but some questions start with *how*.

How can help your student ask relevant questions?

1. Start keeping a reading diary at home.
2. Jot down the questions that come to mind before, during, and after reading.
3. Study your questions. Do you see a pattern? What is this text mostly about?
4. Answer your questions and reflect on them. What is the main idea of the text you read?
5. Sometimes you might want to make a K-W-L chart. K-W-L stands for what I already KNOW, what I WANT to know, and what I LEARNED.
6. Sort questions into “thin” and “thick” questions. Thin questions have one or two word answers, maybe even yes or no answers. Thick questions will more explanation of how you know that is the answer.
7. Ask thicker questions!



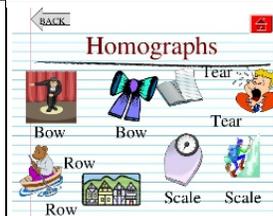
Determine Importance:

When we read expository, or nonfiction text, it is important to differentiate between important, or essential, information and interesting information.

Authors add interesting information to keep us engaged in the reading, but interesting info is not always critical to understanding the author’s message.

How can help your student

distinguish between important versus interesting? Make it concrete for them! Cook a small pot of pasta. When it is done, explain that the pot represents the whole book or text, the pasta is like the important information, and the water is what is extra or interesting. Use a strainer to help identify the important information. What happens when you dump the pot of water and pasta into the strainer? The interesting info (water) goes away and the important info (pasta) is collected in the strainer! While reading nonfiction, take notes in two columns. Label 1 “Important” and the other “Interesting.” Talk about each statement before writing it in the best column. Important details will tell more about the main idea. Interesting info may be an example or it may tell more about a key detail. This is a tough skill, but with practice, your 2nd grader will get it!



Homographs: Words that are spelled the same, may have different pronunciations, and definitely have different definitions.

How can help your student read and understand homographs?

Make triangle puzzles like seen below. Mix them up and help your child put them back together. Here is a short list of homographs & their meanings, but there are many more!

- Bat-nocturnal flying mammal or what you use to hit a baseball
- Park-put your car between the lines and turn it off or where you go to run and play
- Saw-tool used to cut wood or past tense of see
- Rose-a fragrant flower or past tense of rise (to go up)
- Row-lines that go across or to use a paddle to move a boat
- Bow-decoration on a gift or in hair or what you use to shoot an arrow
- Punch-a fruity drink or hit
- Seal-a mammal with flippers or to close something permanently
- Pen-writing utensil or a closed in area for animals



Conversation starters: Look at this picture. What questions come to mind? What did you read today? Tell me one important detail and one interesting detail. Use two homographs in sentences.



Second Grade Mathematics – 4th 6 Weeks Curriculum Corner

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.

Essential Vocabulary

Associative property <i>Propiedad asociativa</i>	Commutative property <i>Propiedad conmutativa</i>	Addend <i>adjunto</i>	Addition <i>adición</i>
Combining <i>combinatorio</i>	Difference <i>diferencia</i>	Multistep problems <i>problema de varios pasos</i>	Number pattern <i>patrón numérico</i>
Strip Diagram <i>diagrama de la tira</i>	Unknown <i>desconocido</i>	Separate <i>separar</i>	Subtraction <i>sustracción</i>
Sum <i>suma</i>	Algorithm <i>algoritmo</i>	Place value <i>valor de lugar</i>	Comparing <i>comparando</i>
Decompose <i>descomponer</i>	Equation <i>ecuación</i>		

Fun Ways to Practice at Home

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.

Students use what they have learned in kindergarten and first grade to now add a string of two-digit numbers (up to four numbers) and subtract two-digit numbers. Students should use the strategies of partial sums, partial differences, standard algorithm, strip diagrams, and number lines to determine these sums and differences.

How can I help my student add and subtract two or more two digit numbers?

- Take advantage of real life mathematical problems and practice using various strategies to solve the problems.
- Make up story problems together and then use various strategies to solve them.
- Ask both an addition question and a subtraction question about the same scenario.

Here is a sample story problem that you might make up. *Cody and Jill are playing with toy trucks at Cody's house. 25 of the trucks are blue, 19 of the trucks are yellow, 15 of the trucks are green, and 48 of the trucks are pink.*

How many trucks are Cody and Jill playing with? Explain the thinking you used to solve the problem.

Hint:

How could using the properties of operations to regroup the numbers help? What numbers could you decompose to make it easier to add?

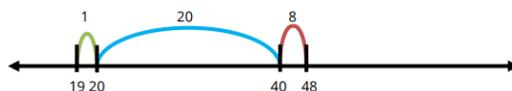
Possible Solutions:

- First I decomposed 25 into 20 + 5, 19 into 10 + 9, 15 into 10 + 5, and 48 into 40 + 8.
- I then added all the tens together for a total of 80. That left me with 5, 9, 5, and 8 to add. I added the two 5s for a sum of 10 which leaves me with 9 and 8.
- I decomposed 8 into 1 + 7 so I could add the 1 to the 9 which gave me a sum of 10 and a remaining 7.
- So far I have 80 + 10 + 10 + 7 which I added together for a total of 107 trucks Cody and Jill are playing with.

How many more pink trucks are they playing with than yellow trucks? Explain the thinking you used to solve the problem.

Possible Solution:

Cody and Jill have 48 pink trucks and 19 yellow trucks. I will use addition on a number line to show my thinking. First I drew a number line with 19 labeled. I then jumped 1 to land on 20. I then jumped 20 and arrived at 40 on my number line. I then jumped 8 more to land on 48. I counted my jumps 1 + 20 + 8 and have a sum of 29. The difference in pink and yellow trucks is 29. See the number line below.



Advanced Number Battle Players: 2

Materials: Deck of cards, Ace worth 11, Jack worth 12, Queen worth 13, King worth 14

How to Play: Players split a deck of cards and simultaneously flip over their top three or 4 cards. The **highest sum wins** all 6 (or 8) cards. If the cards **sums have the same value**, the cards are placed in a center pile. The next hand is played normally and the winner of the next addition number battle takes the center pile as well.



The highest sum wins all six (or eight) cards.

Subtraction Number Battle Players: 2

Materials: Deck of cards with the face cards and 10s removed. Ace worth one

How to Play: Players split a deck of cards and simultaneously flip over their top three cards. Make two of them into a 2-digit number and subtract the third. Players may move the cards and place them in any position of the number they wish. The greatest difference wins all 6 cards. You may increase the number of cards flipped if you are working on larger numbers.



The greatest difference wins all six cards.

Conversation starters: How important is it to be able to add and subtract in real life? When is it ok or not ok to estimate? How are addition and subtraction related to each other?

