

2024-2025

Second Grade Curriculum Handbook



Dear Parents,

Welcome to second grade! We hope this handbook will inform you about our curriculum and give you ideas for helping your child at home. Please refer to this handbook throughout the school year. There are specific suggestions and strategies to use as you work with your child on reading, writing, handwriting, spelling, listening, and math.

We invite you to share your expertise or interest in an area we are studying. Simply call us at school to arrange a time.

Please feel free to contact us throughout the school year with your questions and concerns.

Sincerely,

Mr. Travis Bauermeister

Mrs. Clare Halverson

Mrs. Jennifer Komanec

Mrs. Jennifer Melberg

Mrs. Heather Hahn (Montessori Grades 1-3)

Mrs. Jennifer Kennedy (Montessori Grades 1-3)

Mrs. Maggie Peterson (Montessori Grades 1-3)



READING

The primary goal of our reading program is to instill a love of reading—to create readers who not only can read, but who choose to read. We coach children from where they are in learning to read and guide them in reading for the purpose of learning. Various reading materials are used to accomplish this goal. The textbook reading anthologies from Houghton Mifflin Into Reading provide common literature with a scope and sequence of reading skills that have been researched.

Additionally, children are taught to select “good fit books” that satisfy their interests and can be read independently. The teacher does individual conferencing, assessment, and goal setting within the context of the child’s self-selected books. Their reading block consists of whole group mini-lessons, teacher conferences with individual children, and small group instruction. Focus mini-lessons teach small, flexible groups of children strategies that will improve their comprehension, accuracy, fluency, and expand their vocabulary. Children practice these skills while reading their “good fit” books. Small instructional groups are formed according to current skill needs as determined by the teacher.

This year, all second grade students have a block of time for uninterrupted reading/ language arts instruction and practice. The Title I instruction is provided at a different time to those children who qualify for that service. During this time, children with the most need for additional reading instruction geared to specific skills will be serviced by second grade teachers.

It is very important for children to read books of their choosing each day, both at school and at home. Please spend 15-20 minutes each evening listening to your child read aloud or allowing him or her to read silently. Also, it is important to continue to read aloud to your child. There are many books that your child may be interested in, but that he or she is unable to read and understand independently. You can share your love of books, model expressive, fluent reading, and enlarge your child’s vocabulary by reading aloud to him or her. All children love to be read to!



READING SKILLS

COMPREHENSION SKILLS

Cause and effect

Details and facts

Drawing conclusions

Main idea

Sequencing

Compare and contrast

Following written directions

Using Reading Strategies: (see attached sheet for ideas about how to help at home)

Predict and infer

Think about words

Self-question

Monitor

Evaluate

Summarize

LITERARY SKILLS

Characters

Plot

Setting

Point of view

Fantasy and realism

STUDY SKILLS

Alphabetical order

Dictionary and glossary

Parts of a book

K - W - L

What do I already **K**NOW about the topic?

What more do I **W**ANT to know about the topic?

What have I **L**EARNED about the topic?



LITERARY GENRES

Fiction

Nonfiction

Information article

Poetry

Science article

Social Studies article

PHONICS SKILLS

Vowels - short and long sounds

CVC Rule (The vowel is usually short - Example: cat (cvc))

CVCe Rule (The first vowel is usually long and the final e is silent - Example: kite (cvce))

Vowel pairs (Example: ai - rain)

R controlled vowels - The r changes the sound of the vowel, so the vowel is neither long nor short. Example: bird. Clusters (Example: sl - slide)

Contractions (We're = we are)

Common Syllables (-ful - helpful)

Compound words (doghouse)

Base words (Play is the base word in playing.)



We, as teachers, will be teaching your child reading strategies to use for understanding what they are reading. Good readers use these strategies whenever they read. Different strategies are used before, during and after reading.

The following strategy guide may be helpful for you to use when reading with your child at home.

MY READING STRATEGY GUIDE

When I predict/infer do I ...

Look at the pictures?

Think about what I know?

Make a guess about what will happen?

When I think about words do I ...

Try to sound out words I don't know?

Try to see how the words are used in the story?

When I self-question do I ...

Ask questions to answer for myself as I go along?

Look at pictures for clues?

When I monitor do I ...

Stop and ask if I understand the story?

Reread?

Read ahead?

Look at pictures for clues?

Ask for help?

When I evaluate do I ...

See how I feel about what I read?

Ask if I like what I read?

When I summarize, do I ...

Think about the parts of the story, the beginning, the middle, and the end?

Summarize as I read and after I read?



SPEAKING AND LISTENING SKILLS

Speaking and listening skills are important and will be integrated throughout all curriculum areas.

LISTENING

Look at the person who is speaking or reading.

Use your ears to listen carefully.

Think about what is being said and remember it.

Nod your head to show you agree or disagree.

No talking. Keep your lips quiet.

Keep your hands and feet to yourself.

Sit up straight. Don't play with things.

Raise your hand if you have something to say after the speaker has finished.



SPEAKING

Speak clearly.

Express ideas clearly.

Talk in complete sentences.

Use appropriate volume.

DAILY ORAL LANGUAGE

The purpose of Daily Oral Language is to review and teach skills for punctuation, capitalization, and usage. The children are also given the opportunity to develop and practice proofreading in the course of their daily lessons.

Example: my pet is named pepper (written on chalkboard)

Corrections will then be made with the whole class: Capital letters on my and pepper, and a period at the end of the sentence.

Correct: My pet is named Pepper.

WRITING

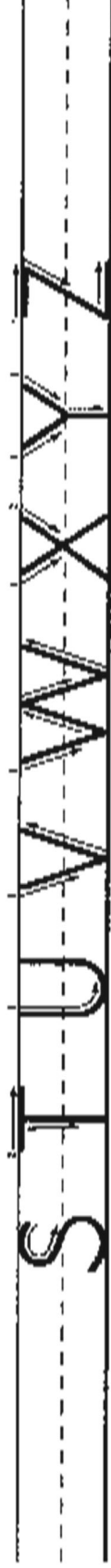
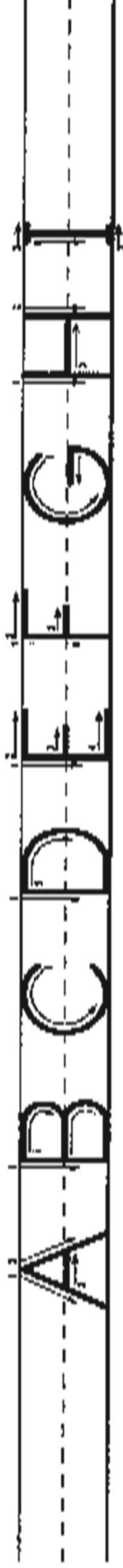
Students are taught the writing process and coached to use it in writing. This year, students will have Writer's Workshop. This structure begins with a whole group focus lesson. The lesson might be on what to do when you do not know how to spell a word, time-order words, topic and conclusion sentences, or it could be about the writing genre being focused on.

Students will implement three types of writing throughout the year; narrative, informational and opinion writing. Narrative writing includes the student's ability to recount a well-elaborated event by writing a sequential story which includes time-order words and detailed thoughts and ideas. Informational writing is the process of recalling and recording specific facts gathered through personal experiences or provided sources in a research-style project. When students write opinion pieces they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. Each genre of writing will be taught and implemented twice throughout the year. Students will understand expectations using a rubric during each unit.

Following the focus lesson, students are released to write independently according to teacher direction or self-selected topics. They are encouraged to apply what they have been taught. Meanwhile, the teacher walks around the room and conferences with individuals or teaches a small group a writing skill that those children need at this time. The session ends with the children sharing their writing or what happened when they tried something new in their work. Students will publish each of the three genres of writing throughout the year.



Zaner-Bloser Manuscript Alphabet



Second graders will continue to use the manuscript writing that was taught in first grade.

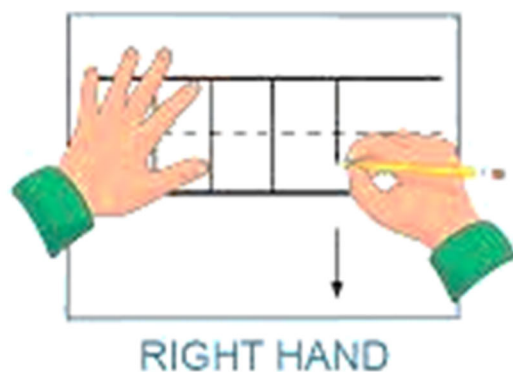
It is important for your child to have a good model of manuscript writing available when writing at home. It is also essential to stress the importance of correct paper position and pencil position.

Above is a copy of the manuscript alphabet and on a following page are illustrations of the correct paper position and pencil grips.

Handwriting instruction strives to achieve fluent, legible writing.

Effective written communication is, of course, the final goal. Please do not allow your child to write in cursive until they have been instructed at school.

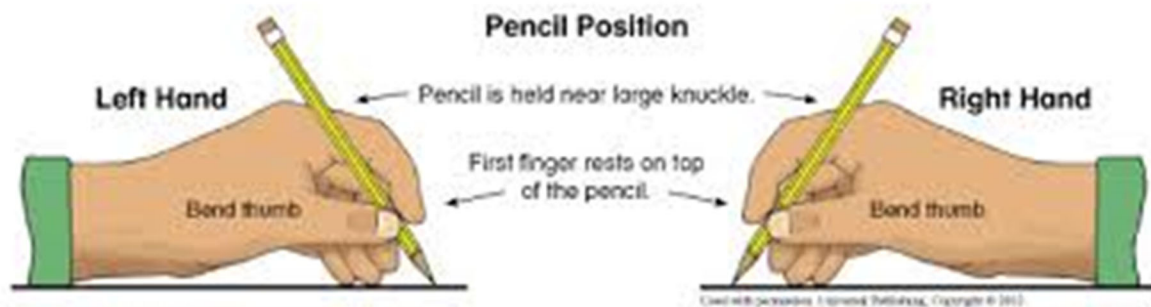
Manuscript Paper Position



Cursive Paper Position



Pencil Position



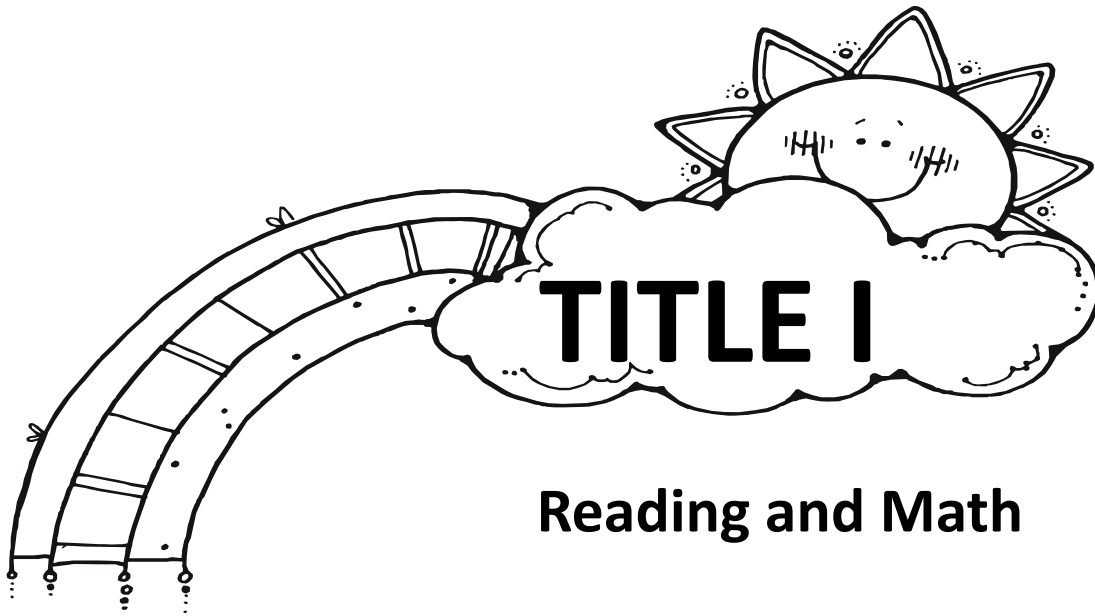
SPELLING

Our spelling program is part of the Houghton-Mifflin Into Reading series. It teaches our students how to spell and decode new words and to improve their word recognition speed in general. To accomplish this goal, teachers will teach the students how to examine words to learn the regularities that exist in the spelling system.

The simple process of sorting words into categories is the heart of our word study program. When students sort words, they are engaged in the active process of searching, comparing, contrasting, and analyzing. Word sorts help students organize what they know about words and to form generalizations that they can then apply to new words they encounter in their reading.

Students will be introduced to a list of 10-20 spelling words for the week. They will bring home a paper copy of their list so they can study/sort their words at home. Their final test will not be all 20 words. Only 10 words are chosen for the final test (they will not know which 10 until the test) that reflect each of the spelling patterns learned that they will be tested on that week. They must study all 10-20 words but only 10 will be on the post/final test.





You know the saying, “It takes a whole village to raise a child.” We are proud to say that the Title I Reading and Math teachers are part of your child’s educational “village”.

Title I is a federally sponsored program designed to offer extra help to students as they meet the challenges of second grade. This help is available for both reading and math, in the form of extra drill on skills, extra practice time and/or extra help with daily written tasks. Our focus is to assist students to learn the skills and information that all second graders are required to know. Planning closely with the classroom teacher, we work either in the classroom or in the Title I room. Our students often refers to this time as, “Book club” or “Math club.”

We, the Title I teachers, are happy and proud to work toward ensuring your child’s success in second grade.

Title I Teachers --

Mrs. Carrie Schuh

Mrs. Lynnette Wentz

Paraeducator --

Mrs. Sue Baukol

MATH

Lien Elementary School uses the *Houghton Mifflin Expressions* math program.

Your child will learn math in an innovative program that allows children to construct mathematical understanding as well as learn more than one algorithm (a formula used for solving problems) for each situation. Family letters will go home at the beginning of each unit and whenever something is new. These letters have illustrated examples of how your child is being taught to solve problems. Through math talk, children will verbalize their thinking and problem solving strategies. The children will sharpen their mathematical reasoning and connect real-world experiences to math concepts. In this program everyone is a teacher and a learner. There are several correct methods for solving every math problem.

Homework assignments will help students achieve mathematical proficiency. Students will develop and consolidate understanding of math concepts while becoming organized and responsible.

Each unit will include quick quizzes, fluency checks, and unit assessments to monitor growth and progress. Some goals in the second grade program include:

- Children will explore numbers to 18 by breaking apart each total into two small numbers called “partners.” They will develop understanding of the ten hiding inside teen numbers. For example, $14 = 10 + 4$.
- Children will create their own story problems and discuss the language in story problems. They should restate story problems in their own words before attempting to solve them.
- Children will add 2-digit numbers using methods called Show All Totals and New Groups Below. They will use proof drawings.
- Children will use The Expanded Method and The Ungrouping First Method to subtract 2-digit numbers.
- Children will understand numbers to 1,000.
- Children will add and subtract 3-digit numbers.
- They will count money up to \$10.00 using pennies, nickels, dimes, quarters, and dollars.
- Children will understand multiplication and skip count by 2s, 3s, 4s, and 5s.
- Fractions will be identified and represented ($1/2$, $1/3$, $1/4$, $1/5$).
- Time (to the nearest 5 minutes, calendar) will be practiced.



We want math success for all students. If children do not memorize basic facts, math will become increasingly difficult with each passing year. You could help tremendously at home by creating your own daily practice sessions. Our math series has Math Mountain flash cards that could be used at school and at home. We also utilize Reflex Math for building math fact fluency. The Amery School District Math Committee determined minimal math fact proficiency for each grade level. Your child is required to memorize the basic addition facts through sums of 18 and subtraction facts from 12 down by the end of second grade.

SCIENCE and SOCIAL STUDIES

Science and Social Studies are typically integrated throughout the other curricular areas including Reading, Math, and Writing. When students are learning about a concept in another curricular area, it is a natural opportunity to expand learning using experiments, discussions, projects, technology, and lessons. In addition, we utilize Scholastic News via our interactive tv's to have interactive lessons that focus on both science and social studies concepts.

We utilize field trip opportunities, real-life experiences, working in the school garden and prairie at Lien, and visiting the school forest to expand our science knowledge. In Social Studies we use Second Step curriculum that focuses on skills for social and academic success. We also expand on holidays, current events, and special events within school to promote additional learning.

