

Second Grade Objectives and Activities (Scholastic.com/parents)

In order to build reading skills, your 2nd grader:

- Reads more complex words such as two-syllable words.
- Reads words with common prefixes and suffixes, for example: *pre-*, *re-*, *un-*, *-able*, *-ad*, and *-er*.
- Reads grade-appropriate irregularly spelled words (consult your child's teacher for a specific list of these words).
- Reads a variety of texts including fiction, non-fiction, fables, and poetry.
- Understands the structure of a story, specifically the purpose of beginnings (introducing the text) and endings (concluding the text).
- Understands the most important details of a text: its main purpose and the "who", "what," "where," "when," "why," and "how" of a text.
- Talks about characters' responses, main events, the lessons in texts, and important ideas or concepts.
- Begins to make connections within and between texts.
- Compares at least two different versions of the same story, such as two versions of a classic fairy tale.
- Reads at grade-level with correct accuracy, pace, expression, and comprehension.
- Self-corrects mistakes and re-reads when necessary.

Reading Activities

- **Make a "W" Chart:** While you and your child read books together, or while your child reads a book by herself, make a "W" chart. Fill out the "who," "what," "when," "where," "why," and "how" of the book as they are learned.
- **Pay Attention to Prefixes and Suffixes:** When you or your child uses a word with a prefix or suffix, stop to talk about it. Break down the word and talk about what the prefix or suffix and the root word mean together. Think of other words that have that suffix or prefix. You can also write the word out on two separate cards, with the prefix on one and the root word on the other and make new words with the cards. Write down the different words with prefixes and suffixes you and your child use.
- **Make Up Your Own Version of a Story:** After your child reads a story, make up your own version, changing details such as setting, time, or even the ending. You can change the story so it occurs in places or with characters you know. This

helps your child understand story structure and make comparisons.

Alternatively, make up your own version of a fairy tale or known story.

- **Play Time:** Act out a favorite picture book or part from a chapter book. Use the book as a script, playing the different characters and narrators. You can even put on a performance for friends and family.

In order to build writing skills, your 2nd grader:

- **Writes a variety of types of texts including:**
 - **Opinion Pieces:** Students state their opinions and provide reasons to support them, closing with a conclusion.
 - **Narrative Pieces:** Students write about an event, describing actions, thoughts, and feelings, and provide a conclusion.
 - **Informative/explanatory Pieces:** Students introduce a topic, use facts and definitions to develop points, and provide a conclusion.
- Revises and edits his writing in order to improve it.
- Uses digital tools (with the aid of the teacher) to publish his writing.
- Researches topics for shared, group, or class-wide research and writing projects.

Writing Activities

- **Keep a Journal:** Keep a family journal of trips, weekends, and special times spent together. Your child can both write and illustrate the journal. Pick a favorite entry from the journal and use it to expand your child's writing. You and your child can write a longer piece or story about that event and illustrate it with photographs or drawings.
- **Research and Report:** Pick a topic your child is passionate about and research it. Go to the library or look online together for information. Then work together to create an informative collage, magazine, or article about the chosen topic, using illustrations or photographs from magazines or online.
- **Write What You Think:** Kids have very strong opinions! Ask your child to express her opinion about something through writing and be sure to explain reasons behind her thoughts. Your child can then read the piece out loud to family members and take questions from the "audience."
- **Read Other People's Writing:** Second grade is a great time for your child to start reading magazines like *Scholastic News* that are made especially for kids. These often have many types of texts including narratives, fiction, non-fiction, and

opinion pieces. Read the magazines together and talk about the articles. Reading these pieces will help your child become a better writer.

In order to build math skills your 2nd grader:

- Adds and subtracts numbers from 1-20 using mental strategies and ultimately, by the end of the year, adds two 1 digit numbers from memory.
- Solves one and two-step addition and subtraction problems with numbers up to 100, using drawings and equations and explaining the process.
- Learns the difference between odd and even numbers.
- Begins learning the foundations of multiplication by adding the same number to itself (for example, $4+4$) and grouping together the same number of objects to add up to more.
- Understands and can break down a 3-digit number into groups of hundreds, tens, and ones.
- Reads, writes and counts up to 1000, including being able to count by 5's 10's and 100's.
- Compares 3-digit numbers, using the signs: $>$, $<$ and $=$.
- Practices adding together up to four 2-digit numbers by skip counting and adding smaller part of the numbers together.
- Measures objects and uses different units of measurement (for example, inches and centimeters).
- Estimates an object's measurement and measures how much longer one object is than another.
- Tells time using analog and digital clocks.
- Begins to solve word problems involving money.
- Creates picture and bar graphs, and answers questions about the data represented in the graphs.
- Recognizes triangles, quadrilaterals, pentagons, hexagons, and cubes—and their defining characteristics, such as the number of angles and faces.
- Breaks up shapes into halves, thirds, and fourths and uses smaller shapes to create larger ones.

Math Activities

- **Shop and Count:** When you are with your child in the store, have her help you figure out the math involved in paying. Talk about change received, total money spent, or how much money you saved by using a coupon. You can also play "store" at home using real or game money.

- **Find and Build Shapes:** When you see objects such as skyscrapers, picture frames, or even book shelves, ask your child to identify the different shapes she sees in it. Create your own objects using different shapes.
- **Make a Measure Treasure Hunt:** Ask your child to measure different objects in the house. You can make this into a treasure hunt. Ask her to find two objects that are the same length, objects that are longer or shorter than each other, and the longest or shortest object she can find. She can even measure the people in your family. A tape measure, paper, and pencil are all she needs!
- **Time It:** Ask your child to time how long it takes her (or another family member) to do something. Record these times and figure out how much longer one time is than another or help your child break her own record.

In order to build science skills, your 2nd grader:

- Uses observation and experimentation to learn about her world. Asks scientific questions and finds the answers to her questions.
- Collects and uses data to support experiments and what she learns.
- Records her observations both through writing and talking and uses her observations to explain and make conclusions.
- Reads about different scientific concepts.
- Works in groups and as a class to conduct experiments and create projects.

Science Activities

- **Compare Textures:** Collect different textures from nature such as sticks, leaves, grass, stones, and bark. Your child can make a collage out of them, or you can blindfold your child and ask her to use her sense of touch to figure out what each item is.
- **Use Your Senses:** Go outside into nature and help your child take pictures, record videos, and draw and write about what she sees, hears, smells, and touches. Be sure to focus on one sense at a time. For example, have your child close her eyes and ask her to focus on what she hears. She can then create a poster, collage, or short book of what she learned and observed.
- **Mix It Up:** Let your child experiment and mix together different liquids. Add baking soda or baking powder. Have your child record her observations using text and illustrations and write down what she learned. Record differences and findings.
- **Read and Report:** Your child can pick a scientific topic she enjoys such as animals, space, or the human body. Research the topic together using books and

the computer. Your child can then create a collage, short book, or informative text about the topic and present it to family members and friends.

In order to build social studies skills, your 2nd grader:

- Learns about the history of his community and family.
- Compares his own community with others, specifically with an appreciation for valuing difference and multiculturalism.
- Gains a deeper understanding of geography and specifically that of North America, using maps to locate and identify different types of places, such as bodies of water, mountains, the equator, etc.
- Learns more about government, its roles and how its officials are chosen.
- Learns about important historical figures.
- Uses reading, writing and art to deepen his understanding of concepts and portray what he has learned.
- Learns about American holidays and important days and events.

Social Studies Activities

- **Compare Your Community:** Learn about another community by visiting it or researching it together in books or online. Then make a chart comparing the differences between that community and yours.
- **Find the Historical Figures You Know:** You and your child can talk with and interview an older family member or friend about an important or historical moment they experienced. This can be filmed or recorded, or you can even put together a poster or book of what you learned together.
- **Make Your Own Map:** Help your child create a map of your home, neighborhood or another important location.

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ELA

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RL.2.3

Describe how characters in a story respond to major events and challenges.

Craft and Structure:

CCSS.ELA-Literacy.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCSS.ELA-Literacy.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-Literacy.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-Literacy.RL.2.8

(RL.2.8 not applicable to literature)

CCSS.ELA-Literacy.RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RL.2.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RI.2.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

CCSS.ELA-Literacy.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure:

CCSS.ELA-Literacy.RI.2.4

Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

CCSS.ELA-Literacy.RI.2.5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-Literacy.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.2.7

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CCSS.ELA-Literacy.RI.2.8

Describe how reasons support specific points the author makes in a text.

CCSS.ELA-Literacy.RI.2.9

Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Text Types and Purposes:

CCSS.ELA-Literacy.W.2.1

Write opinion pieces in which 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.

CCSS.ELA-Literacy.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-Literacy.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing:

CCSS.ELA-Literacy.W.2.4

(W.2.4 begins in grade 3)

CCSS.ELA-Literacy.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CCSS.ELA-Literacy.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.W.2.7

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

CCSS.ELA-Literacy.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

Represent and solve problems involving addition and subtraction.

CCSS.Math.Content.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹

Add and subtract within 20.

CCSS.Math.Content.2.OA.B.2

Fluently add and subtract within 20 using mental strategies.² By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

CCSS.Math.Content.2.OA.C.3

Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

CCSS.Math.Content.2.OA.C.4

Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Understand place value.

CCSS.Math.Content.2.NBT.A.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

CCSS.Math.Content.2.NBT.A.1.a

100 can be thought of as a bundle of ten tens — called a "hundred."

CCSS.Math.Content.2.NBT.A.1.b

The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

CCSS.Math.Content.2.NBT.A.2

Count within 1000; skip-count by 5s, 10s, and 100s.

CCSS.Math.Content.2.NBT.A.3

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

CCSS.Math.Content.2.NBT.A.4

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

CCSS.Math.Content.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

CCSS.Math.Content.2.NBT.B.6

Add up to four two-digit numbers using strategies based on place value and properties of operations.

CCSS.Math.Content.2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

CCSS.Math.Content.2.NBT.B.8

Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

CCSS.Math.Content.2.NBT.B.9

Explain why addition and subtraction strategies work, using place value and the properties of operations.¹

Measure and estimate lengths in standard units.

CCSS.Math.Content.2.MD.A.1

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

CCSS.Math.Content.2.MD.A.2

Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

CCSS.Math.Content.2.MD.A.3

Estimate lengths using units of inches, feet, centimeters, and meters.

CCSS.Math.Content.2.MD.A.4

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

CCSS.Math.Content.2.MD.B.5

Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

CCSS.Math.Content.2.MD.B.6

Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money.

CCSS.Math.Content.2.MD.C.7

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

CCSS.Math.Content.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Represent and interpret data.

CCSS.Math.Content.2.MD.D.9

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

CCSS.Math.Content.2.MD.D.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems¹ using information presented in a bar graph.

Reason with shapes and their attributes.

CCSS.Math.Content.2.G.A.1

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

CCSS.Math.Content.2.G.A.2

Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

CCSS.Math.Content.2.G.A.3

Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Dear Parents and Guardians of Class 1-102:

Due to our ongoing interest in the nutritional needs and health of the students at P.S. 119, **only healthy snacks will be permitted during snack time and lunch time.**

Please pack only healthy items, such as fruit, applesauce, yogurt, crackers, granola bars, and pretzels. Absolutely no cake, cookies, chips (potato chips, Doritos, etc.), or candy will be permitted. **The students will not be allowed to eat any unhealthy snacks during snack time or lunch time.** I will return any unhealthy items to you. I hope that this will help our students learn to make healthy nutritional choices and enhance their well-being.

Sincerely,

Ms. Riviuccio
