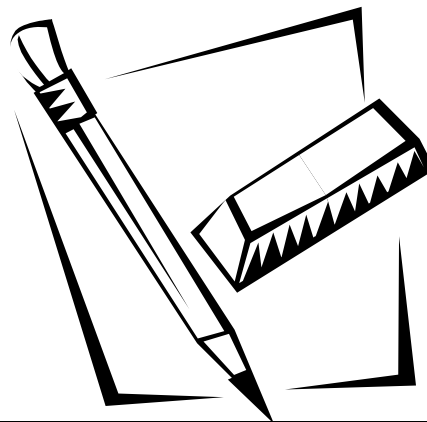




MILFORD PUBLIC SCHOOLS
BEST of CLASS

Comprehensive Grade Two Guide

For Parents and Family Members



The Milford Public School system does not knowingly condone discrimination on the basis of race, color, national origin, sex, or handicap in employment or assignments in program or services provided by the Milford Board of Education. Dr. Gregory A. Finn, Larry Schaefer, Cliff Bugyi (Milford Board of Education, Milford, CT 06460, telephone 783-3400) are designated as the employees who will coordinate compliance with Title IX, Title VI and sec. 504 of the Rehabilitation Act of 1973.

Questions, concerns or complaints regarding possible discrimination under the Americans with Disabilities Act (ADA) should be made in person or in writing to the following:

Regarding Facilities:	Philip G. Russell Deputy Superintendent of Operations
Regarding Employment:	Cliff Bugyi Supervisor of Human Resources & Special Projects
Regarding Programs:	Donald Civitello Director of Pupil Personnel Services

By the end of Second Grade, your child will be expected to:

LANGUAGE ARTS WORD IDENTIFICATION

- Pronounce and read common vowel –r patterns (*ar –car, er –her, ir –bird, or =fork, ur –fur*).
- Pronounce common word beginnings (*prefixes – dislike*) and endings (*suffixes – careful*).
- Pronounce and read words with silent partners (kn, wr, gn).
- Divide longer words into syllables (*backyard = back•yard, napkin = nap•kin*).
- Read with increasing ease and expression.
- Read voluntarily for interest and own purposes.
- Read with accuracy words that do not follow letter/sound patterns (*thumb, cough*), and vowel variants (au, auh, igh, and ough).
- Self correct words that do not make sense while reading (*He walked into the horse. He walked into the house*).
- Sound out and read real (*misunderstand*) and made-up (*tempit*) multi-syllable words that follow regular pattern).

COMPREHENSION

- Ask questions about second grade books before, during and after reading.

Example story: Jack and the Beanstalk

*Simple: What did Jack trade for the beans?
(the cow)*

*Difficult: How would the story be different if the
giant were friendly rather than mean?*

*Connection: Have you ever traded something
with someone else? What happened?*

- Explain the meaning of second grade words including ones with multiple meanings such as fly (*The bird can fly. There is a fly on the table*).
- Predict what might happen and summarize what did happen in a story.
- Discuss story parts in fictional reading: character, setting, problem, solution and events in sequence.
- Retell a story including characters, setting, events, problem and solution.
- Uses features of non-fiction text such as titles, tables of contents and chapter headings.
- Recognize and explain antonyms (*big/little, day/night*) and synonyms (*little/small, simple/easy*).
- Read nonfiction (*informational*) to find answers to specific questions (*How are clouds formed?*).
- Reflect on the author's purpose or main idea.
- Make connections between self and text, and connections between and among various fiction and non-fiction pieces read.
- Take part in book discussions and use evidence from the text to support statements.

WRITING

- Use a writing process such as brainstorming, drafting, revising, editing.
- Write complete sentences, using details and elaborate.
- Show organization (*beginning, middle, and end*).
- Produce a variety of types of writing for different purposes and audiences (*short stories, reports, letters, poems*).
- Use formal language instead of spoken language in writing (*Formal: The children in my class. Spoken: The kids in my class.*).
- Use the following mechanics of writing correctly:
 - ◆ Apostrophes in contractions (do not = don't).
 - ◆ Commas in a series, in a date, between the name of town and state, and in the opening and closing of a letter.

- ◆ Capital letters in names of days, months, holidays, opening and closing letters, and people and places.

SPELLING

- Spell second grade words correctly including irregular words such as were, of, come, and apply them in daily writing.
- Use spelling rules when adding endings (*hop/hopping*).
- Represent all sounds in a word when spelling independently.

How you can help your child with Language Arts:

WORD IDENTIFICATION

(Identifies and reads letters and words)

- Make three sets of cards: one with base words (*pack, able, side, care, dark, play*); one with prefixes (*re-, dis-, in-*); and one with suffixes (*-ing, -ful, -ness*). Have your child make as many words as possible. (*New words: repacking, disable, inside, careful, darkness, playful*).
- Play a game to find words hidden within a longer word (*backpack - back•pack*).

COMPREHENSION

(Understands what he or she reads)

- As you read to your child, ask different kinds of questions about the book.

Example story: Animals in Winter

Simple: Why do birds fly south for the winter?

Difficult: Why do some animals hibernate?

Connection: How does your family prepare for winter?

- Play the “Antonym” game (*Say a word. The child says the opposite word: on – off, hot – cold*).
- Play the “Synonym” game (*Say a word. The child says a word that has a similar meaning: little – small, big – large*).
- Create a book with your child and have him/her draw a picture to illustrate different meanings for the same word (*pound – My mother bought a pound of cherries. I will pound the nail with a hammer.*)

- Look at the pictures in a book before you read it and ask your child to predict what he/she thinks it is going to be about. After reading a few pages, ask your child what might happen next.
- After reading, have your child retell the story including characters, setting, events, problem and solution.
- Ask your child to draw the parts of the story and write a sentence (or sentences) about each part (*Characters – Who is in the story?; Setting – Where, and when does the story take place?; Problem – What is the problem?; Events – What happened?; Solution – How did the story end?*).
- Talk about connections (*What other books have similar characters or happenings?; What experiences has your child had that remind him/her of the story?*).
- When reading together, let the child play teacher by coming up with questions to ask about the text.
- When reading together, let the child offer personal connections to the text. Let your children see you reading for pleasure too!
- Read higher level stories (fiction) and informational (nonfiction) books to your child every day.

WRITING

- Encourage your child to write often in many different ways (*lists, notes, letters, stories, directions*).
- Encourage your child to reread his/her writing and make changes such as adding more details.
- Have a variety of paper, pencils, crayons and markers available for your child to write.
- Encourage your child to write his/her own books.
- Encourage your child to read his/her own writing to others.

SPELLING

- Review regular spelling words and additional words from the 100 high frequency list. (The high frequency words for Second Grade are: the, of, and, a, to, in, is, you, that, it, he, for, was, on, are, as, with, his, they, at, be, this, from, I, have, or, by, one, had, not, but, what, all, were, when, we).
- Provide opportunities to practice words.

MOST IMPORTANT ACTIVITY

Take your child to the public library and select books (fiction and nonfiction) that he/she is able to read or would enjoy hearing.

MATHEMATICS

- Identify, read, and write numbers to 100 and ordinal numbers 11th to 20th.
- Use models, pictures, number lines, and number patterns to identify 1 to 10 more and 10 less than a given number.
- Count on and by 10's and 100's to 1,000 and count from 10 to 100.
- Count by 2's and 5's to 100.
- Identify place value of two and three digit numbers and be able to compare them.
- Build models, draw pictures, identify, label and compare fractional parts (halves, thirds, fourths) of a whole and of a small set.
- Solve addition and subtraction problems involving real-world experiences.
- Explore multiplication and division using concrete, pictorial and symbolic models, real world experiences and problem solving activities.
- Use concrete models to explore addition of fractions with like denominations.
- Solve addition and subtraction problems that have more than one solution.
- Construct, use and describe a variety of strategies to estimate quantity and to measure.
- Compute and solve problems involving addition and subtraction of two-digit numbers with and without regrouping.
- Read and interpret information from graphs.
- Master addition and subtraction to 18 and know strategies to help compute them.
- Show, describe and record simple ratios with concrete materials and from real life experience, e.g., if 1 cat has 4 legs, 2 cats have 8 legs; and 3 pencils for 1 dollar, therefore 6 pencils for 2 dollars.

- Estimate and compare length, area, weight and volume of objects using nonstandard units and the standard units of inch, foot, centimeter, meter, square inch, square centimeter, kilogram and pound, liter, pint and quart.
- Recognize the measurement attributes of length, area, volume, capacity, weight, temperature and time and choose the measurement tool – ruler, balance, thermometer – and the kind of non-standard or standard unit appropriate for measurement of the object.
- Tell time to half-hour and quarter-hour and 5-minute intervals using digital and analog clocks and know the relationship between days, weeks and months.
- Build, draw and classify two-dimensional shapes and describe similarities and differences using characteristics such as number of sides and angles, and identify shapes in the environment.
- Build and identify shapes that have one or more lines of symmetry, recognize and construct slides, flips and turns of simple polygons using a variety of manipulative materials, and explore covering a region (tessellate) with irregular shapes.
- State possibilities, make and test predictions related to probability activities, and collect data to solve real world problems.
- Model situations that involve addition and subtraction of whole numbers using objects, pictures and symbols, including open number sentences.
- Interpret data from tables and graphs to solve problems.
- Organize data with tables, charts, arrays, and simple Venn diagrams and matrices, and use the display to solve problems such as identifying a missing object, objects with common or different attributes, and the complement of a set of objects.
- Pose questions, collect data, record, organize, analyze data using tallies, real graphs, pictographs, and bar graphs, and use comparative language – more, less, same, how many more, how many less – to describe the data.
- Solve multi-step problems and be able to draw or write to help solve problems.

How you can help your children with Mathematics:

- Talk with and include your child as you cook, make a craft, build and repair.
- Look for patterns in wallpaper, clothes and nature.
- Talk to your child as you shop about prices, sizes and quantity.

- Play games that require keeping a score.
- Look for charts and graphs and other forms of data collecting in newspapers and magazines.
- Use mathematical vocabulary.

SCIENCE

Balancing and Weighing

Understand that:

- Balance is affected by the amount of weight and the position of the fulcrum.
- Weighing is the process of balancing an object against a certain number of standard weights.
- The weight of an object is not determined by its size.

Soils

Understand that:

- Soil can contain animals, plants, and animal and plant remains.
- Soil contains particles of different sizes.
- Different soils have different characteristics.
- Soil absorbs water.
- Some soils support plant growth better than others.

Life Cycle of Butterflies

Understand that:

- A butterfly has different forms in different stages of its life cycle; larvae, chrysalis and adult butterfly.

SKILLS:

- Perform simple experiments with balance.
- Apply previous experiences with balancing to build mobiles.
- Use an equal-arm balance to compare and weigh various objects.

- Apply strategies for comparing and weighing to solve problems.
- Record results on record sheets and as bar graphs, line plots, data tables, and Venn diagrams.
- Communicate ideas, observations, and experiences through writing, drawing and discussion.
- Read to learn more about balancing and weighing.

How you can help your child with Science:

- Observe rocks and soils from your own neighborhood.
- Visit beaches and build sand castles.
- Build cardboard ramps for marbles and toys, stack blocks and learn to use a yo-yo.
- Balance on one foot and swing on swings.
- Plant a butterfly garden in your own back yard.

SOCIAL STUDIES

Focus: Neighborhoods

- Understand the rights and responsibilities involved in being part of a group (family, class, school, community, etc.).
- Understand the need for rules and the fact that there are consequences when rules are broken.
- Realize that neighborhoods can be similar and different within and outside the United States.
- Appreciate the many diverse customs and traditions, past and present, of neighborhoods around the world.
- Recognize and identify continents and oceans on a globe or map.
- Understand directionality (north, south, east, west).
- Recognize one's responsibility to the earth through environmental education, recycling, etc.

How you can help your child with Social Studies:

- Encourage your child to listen when others are speaking.
- Visit local museums and government buildings.
- Involve your child in community functions and celebrations.
- Discuss with your child what is acceptable behavior in your absence.
- Involve your child in the practice of recycling.
- Involve your child in family decision-making, help weigh pros and cons and understand why compromise is often necessary.
- Discuss current events with your child.
- Teach your child how to introduce one person to another.

VISUAL ARTS

- Understand the differences between water colors and tempera paints.
- Understand how changing the structure would change the feel of a painting.
- Draw conclusions about what is seen in a painting.
- Reflect on the use of symbols.
- Discuss types, surface, decorations, and uses of various pieces of pottery.
- Understand how artists show people of different cultures.
- Discuss the use of patterns in art.
- Create a pattern using geometric shapes and/or colors.

How you can help your child with Visual Arts:

- Display art work around the home and workplace.
- Keep a variety of art materials available.
- Encourage safe use of material and cleanup practices.
- Do art projects with your child and have him/her write about the projects.

- Talk about the art objects in your home.
- Sign, date and save some artwork in a folder.
- Visit galleries and museums and cultural events.
- Display children's work at home wherever possible to show that their work is valuable and appreciated.

MUSIC

Through performing, creating, and responding to music, students should be able to:

- Sing with appropriate tone color (quality of sound), dynamics, i.e. loud/soft, and phrasing.
- Sing call and response.
- Perform more complex instrument parts while other children sing.
- Respond to the cues of a conductor.
- Improvise simple melodic and rhythmic patterns.
- Create simple ostinati (patterns).
- Identify contrasts, i.e., loud/soft, high/low, same/different/, skip/step.
- Identify simple music forms.
- Identify band and orchestra instruments.
- Identify ways in which music relates to other subjects, e.g., patterns in art.
- Differentiate between solo and ensemble performance.

How you can help your child with Music:

- Sing and/or play instruments together.
- Listen to, attend and participate in a variety of musical activities.
- Obtain videos of musicals suitable for children.
- Listen to various recordings of vocal/instrumental performances.

- Discuss how music and the other arts are used in school.

HEALTH

Healthy and Active Lifestyle

- Recognize the importance of eating food from all levels of the food pyramid.
- Practice ways to choose healthy food for meals and snacks.
- Identify foods and recognize the need to limit those high in sugar, salt and fat.
- Recognize the importance of participating in fitness activities.
- Develop an awareness of their physical activity and fitness.

Injury and Disease Prevention

- Develop plan to reduce injuries at home, school and in the community.
- Demonstrate proper use of simple emergency procedures.
- Identify trusted adults and resources for help if needed.
- Identify safety rules for bicycle riding, walking, handling pets and using the Internet.
- Demonstrate three ways to prevent disease transmission.
- Develop conflict resolution skills.
- Identify the difference between appropriate and inappropriate touch.
- Demonstrate respect for others.

Human Growth and Development

- Develop the skills necessary to create and maintain healthy relationships through communicating care, concern and consideration for oneself and others.
- Recognize and appreciate individual special qualities.
- Identify importance of a positive self-image.
- Recognize individual responsibility in engaging in risk-taking or safe behaviors through choices.

- Name vital organs and identify ways to maintain a healthy body.
- Demonstrate ways to obtain information on human development and growth.

Substance Abuse and Prevention

- Define medicines.
- Describe safe uses for medicine.
- Identify drugs that are harmful to the body.
- Identify coping skills and ways to express emotions in healthy ways.
- Describe ways to refuse all drugs.
- Develop strategies to cope with uncomfortable peer pressure situations.

How you can help your child with Health:

- Discuss bicycle safety practices and reinforce ways to prevent injuries.
- Practice emergency drills and procedures for your home.
- Include your student in meal planning and preparation.
- Model positive communication skills.
- Discuss and demonstrate respect for cultural diversity.
- Send your child to school with healthy snacks.

PE/Fitness

Physical Activity

- Explore and adapt fundamental movement skills to meet a variety of challenges.
- Throw an object (at varying speeds) using a fluid motion.
- Catch an object effectively.

Human Movement

- Identify and apply critical elements and characteristics of mature performance (e.g., moving in opposition, follow through) to improve their individual skills.

Fitness

- Engage in sustained physical activity that causes increases in heart rate and breathing.

Responsible Behavior

- Function independently and remain on-task for a prescribed period of time.

Respect for Differences

- Work cooperatively with peers of varying skill levels.

Benefits of Physical Activity

- Express feelings about participating in physical activity.
- Experience enjoyment while participating in physical activity.

How you can help your child with PE/Fitness:

- Provide opportunities to create movement sequences.
- Practice throwing, catching, kicking, dribbling and hitting skills.
- Organize a family exercise time using warm-up and cool down times.
- Encourage play with children of other cultures, genders and abilities.
- Attend a sporting event and discuss evidence of good sportsmanship.

LIBRARY/MEDIA

- Respond to children's literature.
- Identify and describe story elements.
- Recognize the elements/format of fiction call numbers.
- Understand that fiction is arranged alphabetically by author's last name.

- Select literature for recreation and information.
- Identify and locate book parts.
- Use simple search features of the electronic catalog.
- Record notes using simple strategies and graphic organizers.

How you can help your child with Library/Media:

- Read to and with your child.
- Keep appropriate reading materials readily available.
- Visit the public library with your child.
- Invite your child to question words and events in stories.
- Ask your child to retell a story; to make personal connections with stories.
- Practice alphabetical order.
- Maintain a safe place at home for borrowed library books.
- Remind your child to return borrowed library books each week.
- Let your children “catch” you reading!

Please see additional information and resources available on the Milford Public Schools website www.milforded.org