What is my child learning in the 1st Trimester of 2nd Grade?

<u>Reading and Writing:</u>

- Read 2nd grade stories, passages, and text smoothly, accurately (making very few, if any, mistakes), and with expression, understanding what is being read. **(2.RF.5(1))**
- Look at one-syllable words and be able to determine if the vowel(s) in the word is long or short. **(2.RF.4.3a)**
  (*The word 'fin' has a short 'i' sound, and the word 'fine' has a long 'i' sound*)
- Ask and answer questions about a story, text, or passage to show understanding of important details in it. (Who was the story about? Why did _____ happen?) **(2.RL.2.1)**
- Make predictions about what will happen next in a story. **(2.RL.2.4)**
- Be able to determine whether a prediction was correct or not. **(2.RL.2.4)**
- Know the relationship between *synonyms* (words that mean the SAME) and *antonyms* (words that are OPPOSITES). **(2.RV.2.2a)**
- Know the difference between complete and incomplete sentences. **(PTS:2.6.2)**
- Organize writing ideas so they are all about the same idea. **(PTS:2.4.2(1))**
- When writing, use words like *first, second, next, additionally, finally, last* to signal the order events occur. **(2.W.3.3)**
- When writing, include details that describe actions, thoughts, and feelings. **(2.W.3.3)**
- When writing, start with a good introduction and provide an ending that makes sense. **(2.W.3.3)**
- Know the difference between nouns and verbs. **(2.W.6.1a(1))**
- Correctly write nouns and verbs. **(2.W.6.1a(1))**
- Show the ability to capitalize, punctuate, and spell well and accurately. **(2.W.6.2(1))**
- Read and correctly spell words from common word families like: –
  ap, -est, -ill, -op, -unk   (cap, best, fill, drop, skunk) **(2.W.6.2cb(1))**

    NO DESCRIPTION FOR: 2.W.6.2ca(1)

ADD WHERE APPROPRIATE FOR TRIMESTERS:

2.W.6.2c(a) are our Word Wall Words, which are academic words that help students understand text.

2.W.6.2c(b) is the average from all our spelling words from the tests we give each week from their stories.

PTS: 2.PS.1 Using the Bar Modeling strategy to solve word problems.

Math:

- Know basic addition facts within 20. **(PTS:ADD(1))**
- Know basic subtraction facts within 20. **(PTS:SUB(1))**
- Read and write numbers up to 1,000 using written, standard, and expanded forms. **(2.NS.2)**

    Written form: nine hundred five

    Standard form: 905

    Expanded form 900 + 0 + 5
- Know the difference between even (0, 2, 4, 6, 8) and odd (1, 3, 5, 7, 9) numbers. **(2.NS.5)**
- Determine whether a group of objects is even or odd based on how many are in the group. (If there are 13 marbles, is there an *even* or *odd* amount of marbles?) **(2.NS.5)**
- Know that the three digits in a three-digit number (583) represent different amounts. **(2.NS.6)**

    The "5" represents 5 HUNDREDS

    The "8" represents 8 TENS

    The "3" represents 3 ONES
- Understand that 100 can be thought of as a bundle of ten 'tens' called a hundred. (100 is a group of 10 'tens', 600 is 6 groups of 6 'tens') **(2.NS.6)**
- Using three-digit numbers like 1*57, 329, 584, 9*63, determine which is greater than (bigger), less than (smaller), or equal to (same) and use the correct symbol (>, <, =). **(2.NS.7)**
- Use addition and subtraction within 100 to solve one-step word problems WITHOUT regrouping (addition) or borrowing (subtraction). **(2.CA.2a)**
  (Juan has 47 potato chips and Melissa has 21 potato chips. How many potato chips do they have in all? They have 68 potato chips. How many MORE does Juan have then Melissa? Juan has 26 more potato chips.)
- Know how to add numbers totaling up to 1,000 WITHOUT regrouping. **(2.CA.4a(1))**

    612 + 246 = 858   752 + 247 = 999
- Know how to subtract numbers totaling up to 1,000 WITHOUT regrouping. **(2.CA.4b(1))**

    682 - 451 = 231   779 - 237 = 542

NO DESCRIPTION FOR: PTS:2.PS.1

What is my child learning in the 2nd Trimester of 2nd Grade?

Reading and Writing:

- Read 2nd grade stories, passages, and text smoothly, accurately (making very few, if any, mistakes), and with expression, understanding what is being read. **(2.RF.5(2))**
- Read one-syllable and two-syllable words in: **(2.RF.4.2)**
    1. CVC words (Consonant-Vowel-Consonant) like *cat, big, run*.
    2. CVr words (Consonant-Vowel-Controlled 'r') like *car, fern, tarter.*
    3. VV (Vowel-Vowel) like *lion, poem, cereal*
    4. VCe (Vowel-Controlled 'e') like *cake, vote, brake*
    5. Cle (Consonant-le) like *han**dle**, gig**gle**, puz**zle***
- Identify similarities and differences between different versions of the same story told by different authors, in different time periods, or from different cultures around the world. **(2.RL.4.2)**
- Ask and answer questions about the main idea of a story, passage, or informational text and provide supporting details as evidence of understanding. **(2.RN.2.1)**
- Know that *headings, captions, fact boxes, graphs, table of contents* are parts of a text and they provide clues and information to what the text is all about. **(2.RN.3.1)**
- Use context clues (words and sentences around unknown words) to determine the meaning of unknown words or the meaning of what is being read. **(2.RN.2.1)**
- Write a paragraph or paragraphs on a given topic that: **(2.W.3.2)**
    Introduces a specific topic
    Write details and/or facts about that specific topic
    Write a concluding statement about that specific topic
- Organize writing ideas so they are all about the same idea. **(PTS:2.4.2(2))**
- Make and use common irregular plural nouns like *feet, geese, children, mice, fish.* **(2.W.6.1a(2))**
- Write sentences that use the past tense of common irregular verbs. **(2.W.6.1b)**
  *The bottle **broke** when it hit the concrete sidewalk.*
  *My family **ate** at my favorite restaurant last night.*
- Show the ability to capitalize, punctuate, and spell well and accurately. **(2.W.6.2(2))**
- Read and correctly spell words from common word families like: **(2.W.6.2cb(2))**
  –ap, -est, -ill, -op, -unk   (cap, best, fill, drop, skunk)

NO DESCRIPTION FOR: 2.RF.4.3b, 2.RV.3.2, 2.W.6.2ca(2)

Math:

- Know basic addition facts within 20. **(PTS:ADD(2))**
- Know basic addition facts within 20. **(PTS:SUB(2))**
- Count up to at least 1,000 by ones (134, 135, 136), fives (568, 573, 578), tens (611, 621, 631), and hundreds (756, 856, 956) from any given number. **(2.NS.1)**
- Use addition and subtraction within 100 to solve one-step word problems WITH OR WITHOUT regrouping (addition) or borrowing (subtraction). **(2.CA.2b)**
  (Juan has 47 potato chips and Melissa has 28 potato chips. How many potato
  chips do they have in all? They have 75 potato chips. Regrouping was required.)

  (Sergio had 87 baseball cards on Monday. He gave 39 cards away to friends on Tuesday. How many baseball cards does Sergio now have left? He has 46 baseball cards left. Borrowing was required.)
- Know how to add numbers totaling up to 1,000 WITH regrouping. **(2.CA.4a(2))**
  568 + 312 = 880   642 + 159 = 801   752 + 248 = 1,000
- Know how to subtract numbers totaling up to 1,000 WITH regrouping or borrowing. **(2.CA.4b(2))**
  730 – 146 = 584   546 – 392 = 154   1,000 – 729 = 271
- Identify number patterns up to 1000 using addition and subtraction. **(2.CA.7)**
  (105, 107, 109, 111, 113 – adding 2) (876, 871, 866, 861, 856 – subtracting 5)
- Create number patterns up to 1000 using addition and subtraction. **(2.CA.7)**
  (310, 317, 324, 331 – adding 7)   (754, 745, 736, 727, 718 – subtracting 9)
- Extend number patterns up to 1000 using addition and subtraction. **(2.CA.7)**
  (546, 557, 568, ___, ___ - adding 11) (952, 948, 944, ___, ___ - subtracting 4)
- Measure the length of an object by using the appropriate tool like *ruler, yardstick, measuring tape.***(2.M.2a)**
- Estimate (educated guess) lengths of objects using *inches, feet, centimeters, meters.* **(2.M.2b)**
- Draw a picture graph to represent data with up to four choices. **(2.DA.1)**
  (What is your favorite season? Spring, Summer, Fall or Winter. Draw flowers to represent the people who prefer Spring, draw suns to represent those who prefer Summer, etc.)
- Draw a bar graph to represent data with up to four choices. **(2.DA.1)**

  NO DESCRIPTION FOR: PTS:2.PS.1

What is my child learning in the 3ʳᵈ Trimester of 2ⁿᵈ Grade?

<u>Reading and Writing:</u>

- Read 2ⁿᵈ grade stories, passages, and text smoothly, accurately (making very few, if any, mistakes), and with expression, understanding what is being read. **(2.RF.5(3))**
- Be able to explain how characters in a story respond to major events in the story and how characters affect the problem, solution, and overall plot. **(2.RL.2.3)**
- Understand the idea of cause and effect as it relates to stories and characters in them. **(2.RN.2.2)**
- Identify the main idea of text with more than one paragraph. **(2.RN.2.2)**
- Identify the topic of each paragraph within a text that has more than one paragraph. **(2.RN.2.2)**
- Identify and know the different ways to use words with multiple meanings. **(2.RV.2.2b)**
  *Kyle had to **change** his clothes after getting wet in the storm.*
  *Layla received **change** from the cashier after buying groceries.*
- Use a known root like *view* as a clue to the meaning of an unknown word like *review (view again)* or *preview (view before).* **(2.RV.2.4)**
- Write a paragraph or paragraphs that introduce an opinion, support the opinion with logical reasons, and conclude with a convincing statement supporting the opinion. **(2.W.3.1)**
- Organize writing ideas so they are all about the same idea. **(PTS:2.4.2(3))**
- Show the ability to capitalize, punctuate, and spell well and accurately. **(2.W.6.2(3))**
- Capitalize correctly months of the year, days of the week, titles, initials in names, proper nouns (Willis Tower, United Center, Thanksgiving, Memorial Day, United States, Portage), and greetings (Dear Teresa) **(2.W.6.2a)**
- Correctly use commas in greetings (Dear Teresa,) of letters, closings (Sincerely,) of letters, dates (Monday, August 25, 2014), and to separate items in a series (At the store we bought milk, eggs, and bread). **(2.W.6.2b)**
- Read and correctly spell words from common word families like: **(2.W.6.2cb(3))**
  –ap, -est, -ill, -op, -unk   (cap, best, fill, drop, skunk)

  NO DESCRIPTION FOR: PTS:2.COM.1, 2.RF.4.3c, 2.W.6.2.ca(3)

<u>Math:</u>

- Know basic addition facts within 20. **(PTS:ADD(3))**
- Know basic addition facts within 20. **(PTS:SUB(3))**
- Use addition and subtraction within 100 to solve one-step word problems WITH OR WITHOUT regrouping (addition) or borrowing (subtraction). **(2.CA.2c)**
  (Juan has 47 potato chips and Melissa has 28 potato chips. How many potato chips do they have in all? They have 75 potato chips. Regrouping was required.)

  (Sergio had 87 baseball cards on Monday. He gave 39 cards away to friends on Tuesday. How many baseball cards does Sergio now have left? He has 46 baseball cards left. Borrowing was required.)
- Identify two-dimensional shapes like *square, rectangle, triangle, hexagon*. **(2.G.1)**
- Describe two-dimensional shapes like *square, rectangle, triangle, hexagon* based on the number of faces, sides, or vertices they have. **(2.G.1)**
- Draw two-dimensional shapes like *circle, square, pentagon, rectangle.* **(2.G.1)**
- Identify three-dimensional shapes like *cube, pyramid, rectangular prism*. **(2.G.1)**
- Describe three-dimensional shapes like *cube, pyramid, rectangular prism* based on the number of faces, sides, or vertices they have. **(2.G.1)**
- Divide circles and rectangles into two, three, or four equal parts. **(2.G.5)**
- Look at a circle or rectangle divided in half, thirds, or quarters and be able to use phrases like *"halves, half of, thirds, a third of, fourths, or quarters."* **(2.G.5)**
- Tell time to the nearest five minutes using AM and PM correctly when looking at analog (clocks with hands) or digital (clocks with numbers). **(2.M.5b)**
- Determine how long an "event" lasted using intervals of time in hours and half-hours. (The field trip to the zoo went from 9:00 a.m to 11:30 a.m. How long was the field trip? The field trip was 2 hours and 30 minutes (or 2 and ½ hours). **(2.M.6)**
- Know how many seconds are in one minute, two minutes, five minutes, etc. **(2.M.6)**
- Know how many minutes are in one hour, two hours, three hours, etc. **(2.M.6)**
- Know how many hours are in one day, three days, five days, etc. **(2.M.6)**
- Know how many days are in one week, two weeks, three weeks, etc. **(2.M.6)**
- Know how many months are in one year, two years, three years, etc. **(2.M.6)**
- Find the value of a collection of pennies, nickels, dimes, quarters, and dollars. **(2.M.7)**

  NO DESCRIPTION FOR: PTS:2.PS.1