

Your Child in Second Grade



A Parent Manual Prepared by
the Hicksville School District
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A Message from the Superintendent

Welcome to the new school year! This booklet has been prepared to give each family an overview of the topics that children will be taught and expected to master by the end of the school year. You will find descriptions for the areas of Reading, Writing, Mathematics, Science, Social Studies, Art, Music, Physical Education, and English Language Learners.

The descriptions are based upon curricula written by the teachers and administrators of the Hicksville Public Schools, aligned to the New York State Education Department Syllabi and Common Core State Standards, which correspond to textbooks approved by the Hicksville Board of Education.

Children perform best when there is a strong link for learning between home and school. To assist us in building this strong link, located in each section of this booklet you will find suggested activities to work on with your child. These activities are designed to help reinforce and extend what is learned in school. Our goal is to foster a relationship that will assist in developing your child's intellectual abilities to his or her fullest potential. We believe that your active participation in your child's education, in conjunction with our dedicated school staff, will help ensure an enjoyable and successful school experience for your child.

If you should have any questions regarding the information presented in this booklet or about any aspect of your child's education, please do not hesitate to contact the classroom teacher, the school principal or central administration.

On behalf of the Board of Education, the faculty and the staff of the Hicksville Public Schools, I extend my best wishes for a successful school year for you and your child.

Sincerely yours,

Maureen K. Bright
Superintendent of Schools



Learning Standards

Students will demonstrate the knowledge and skills necessary to meet the following objectives:

Read increasingly complex literature such as stories, dramas & poetry
Read increasingly complex informational text such as nonfiction, historical, scientific & technical texts
Understand and use foundational skills including concepts of print, the alphabetic principle,
and basic conventions of the English writing system
Gain adequate mastery of a range of skills and applications for speaking and listening
Convey meaning through the conventions of English grammar, usage, and mechanics

Make sense of problems and persevere in solving them
Reason abstractly and quantitatively
Construct viable arguments and critique the reasoning of others
Model with mathematics
Use appropriate tools strategically
Attend to precision
Look for and make use of structure
Look for and express regularity in repeated reasoning

Engage in mathematical analysis, scientific inquiry and technological design
Manage information systems
Understand mathematical concepts and principles
Understand scientific concepts and principles
Understand the concepts and principles of technology
Understand common themes across mathematics, science and technology
Interdisciplinary problem-solving

Understand the history of the United States and New York State
Understand world history
Understand geography of the world
Understand economic systems
Understand governmental systems and the United States Constitution
Understand governmental civic values and responsibilities

Create, perform and participate in the Arts
Know and use arts materials and resources
Respond to and analyze works of art
Understand cultural dimensions and contributions of the Arts

Maintain personal health and fitness
Maintain a safe and healthy environment
Manage personal and community resources

Communicate in a language other than English
Attain cross-cultural understanding

Plan a career
Apply academic learning in real world situations
Pursue career options

English Language Arts - Grade 2

OVERVIEW

The New York State Education Department has adopted a new set of learning standards that are summarized in a series of documents that make up the Common Core Learning Standards for English Language Arts and Literacy. The full text of the Common Core learning standards and accompanying appendices for English Language Arts and Literacy can be found at: http://www.p12.nysed.gov/ciai/common_core_standards/.

These standards are a framework to assist school districts in developing, from the earliest levels, a philosophy and set of goals for curriculum and instruction so that students will be to demonstrate the following capabilities upon graduation and be ready for college and careers:

- independence in reading with complex texts across a range of types and disciplines to build strong content knowledge;
- value evidence in reasoning and be able to critique as well as comprehend when both when speaking and writing;
- respond to the varying demands of audience, task, purpose, and discipline and understand varied perspectives and cultures when both speaking and writing.
- conduct research, interpret information, and present conclusions and perspectives clearly and effectively, both individually and as part of a collaborative team.

The purpose of reading and related English Language Arts and Literacy instruction is to develop independent and confident lifelong readers and writers. A high priority, which begins at the earliest level, is the focus on speaking and listening as well as meaning and thinking. Carefully planned teacher modeling, demonstration, and discussion assist students in understanding selections and with the development of their critical thinking, auditory and visual discrimination, language concepts, and comprehension strategies. Ultimately, it is our goal to inspire students to read for information, knowledge and enjoyment in order to satisfy their curiosity about the world in which they live and to be able to effectively compete in and contribute to a global society.

Annual state assessments of students' literacy skills are taken each spring in Grades 3-8 and in Grade 11. Even though the state assessments begin in Grade 3, it is important to note that the development of these skills begun in Kindergarten and first grade continues in Grade 2. Throughout first grade, students will be assessed on basic English Language Arts and Literacy skills. Results will be incorporated into an Early Literacy Profile that will follow students through the third grade, as mandated by the New York State Department of Education. This profile helps to support, assess, and diagnose students' skills before the first formal state assessment is given in Grade 3.

GRADE SPECIFIC OBJECTIVES

Children in second grade take part in activities such as those listed below, which align with the new standards and assessments set by the state and will be reflected in their Elementary Report Card.

Reading Standards for Literature

1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how words and phrases (*e.g., regular beats, alliteration, rhymes, repeated lines*) supply rhythm and meaning in a story, poem or song.
4. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
5. Compare and contrast two or more versions of the same story (*e.g., Cinderella stories*) by different authors or from different cultures.

Reading Standards for Informational Text

1. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
2. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
3. 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.
4. Explain how specific images (*e.g., a diagram showing how a machine works*) contribute to and clarify a text.

Writing Standards

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.
2. 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.
3. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
4. 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*)

IMPORTANT VOCABULARY

The following words are the most common ones found in second-grade readers. Children should be able to recognize them on sight in newspapers, magazines, and on signs:

always	call	gave	pull	these	which
around	cold	goes	read	those	why
because	does	green	right	upon	wish
been	don't	its	sing	us	work
before	fast	made	sit	use	would
best	first	many	sleep	very	write
both	five	off	tell	wash	your
buy	found	or	their	talk	with

Put these words on cards and review several of them each day with your child until he or she recognizes and can say them on sight. Where possible, add a picture to the card, perhaps one from a newspaper or magazine. In order to make learning more enjoyable, try playing a game such as "Concentration" using the cards.

HOME ACTIVITIES TO SUPPORT LEARNING

By following your child's progress through work brought home, you will be able to reinforce skills and knowledge learned in the classroom. Here are some activities you can do with your second-grader:

1. Get your child a library card if he or she does not have one already. Make regular trips to the library with him or her.
2. Find out what types of children's activities are available at the library. Take your child to library to participate in these activities.
3. Set aside a quiet time and a quiet place in your house for reading.
4. Encourage your child to begin to read books on his or her own. Read in the same room with your child whenever you can.
5. Make regular use of the flashcards described in the previous section.
6. Have your child present oral book reviews to you. Have him or her describe the characters and the setting for you.
7. Set reading goals for with your child (e.g. "I will read four books in the next month"). Post a graph in your kitchen that charts your child's progress.
8. On a computer at home or at the library, show your child what icons and electronic menus are and how to use them.

SELECTING BOOKS FOR YOUR CHILD

One of the tools available to you to help you select books appropriate for your child's reading level is Lexiles. Lexiles are indicators of readability, of how easy or difficult it is to read a particular text, and are based on two factors: word frequency and sentence length. Lexiles increase with the level of reading skills required to comprehend a given text; the higher the Lexile measure, the more difficult the text.

Lexile measures are calculated from a reading test or program. The Lexile measures shown in the chart at the end of this section correspond to the RIT scores that your child received on the Reading section of the MAP for Primary Grades test that your child took during the past school year.

You will note that the Lexile Measures are shown in ranges. The bottom of each range represents approximately 100 points below your child's actual Lexile measure; the upper part of the range is set at approximately 50 points above that measure. Books at the lower end of the range should be readily accessible to you child, while those at the top of the range will be more challenging and will allow your child to stretch his or her skills.

You can find additional Lexile ratings for other books for your child using the book locator that can be found at <http://lexile.com>. The book locator will allow you to specify authors, areas of interest, and Lexile ranges to develop a list of books that are both interesting and accessible to your child. **Please, note: lexile.com does not screen for content or age-appropriateness of material; it only provides measures of readability. You should, as always, assist your child in making appropriate choices for their reading material.**

Also, parents should understand that while Lexiles are a helpful tool for helping children succeed at reading and improve their skills, they are just that – a tool. They are not a substitute for interest or enthusiasm, and children of all ages should be encouraged at times to just pick up a book that looks interesting, open the cover...and read.

INTERNET RESOURCES

Hicksville Public Library:

<http://www.nassaulibrary.org/hicksv/>

Multicultural Cinderella Stories

<http://www.ala.org/ala/aboutala/offices/publishing/booklinks/resources/multicultural.cfm>

Searchable Children's Online Dictionary:

<http://www.wordsmyth.net/>

Second Grade Home Reading Activities:

<http://www.ed.gov/pubs/CompactforReading/table2.html>

RIT to Lexile Conversions							
Grade 2				Grade 3			
RIT	Lexile Range	RIT	Lexile Range	RIT	Lexile Range	RIT	Lexile Range
117	BR	187	271-421	168	BR-71	200	502-652
149	BR	189	296-446	169	BR-90	201	517-667
153	BR	190	320-470	170	BR-117	202	537-687
162	BR	191	333-483	171	BR-135	203	553-703
163	BR	192	354-504	173	19-169	204	576-726
165	BR	193	375-525	175	50-200	205	591-741
166	BR	194	389-539	177	82-232	207	633-783
167	BR-50	196	421-571	178	113-263	208	637-787
168	BR-75	197	454-604	179	123-273	209	658-808
171	BR-121	198	461-611	181	162-312	210	675-825
172	0-150	199	487-637	183	197-347	211	699-849
173	17-167	201	521-671	185	240-390	212	711-861
174	35-185	202	543-693	187	275-425	213	732-882
175	45-195	204	571-721	189	308-458	214	748-898
176	76-226	205	590-740	193	373-523	215	769-919
177	87-237	206	604-754	194	398-548	216	784-934
181	165-315	207	635-785	195	411-561	218	820-970
182	173-323	210	674-824	196	436-586	221	871-1021
183	201-351	213	729-879	197	448-598	224	924-1074
184	214-364	214	746-896	198	471-621	231	1061-1211
185	240-390			199	476-626		

Mathematics - Grade 2

OVERVIEW

The New York State Education Department has adopted a new set of learning standards that are summarized in a series of documents that make up the Common Core Learning Standards for Mathematics. The full text of the Common Core learning standards and accompanying appendices for Mathematics can be found at:
http://www.p12.nysed.gov/ciai/common_core_standards/.

These standards define what students should understand and be able to do in their study of mathematics. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. They include:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning.

GRADE SPECIFIC OBJECTIVES

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; (4) describing and analyzing shapes.

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction
- Add and subtract within 20
- Work with equal groups of objects to gain foundations for multiplication

Number and Operations in Base Ten

- Understand place value
- Use place value understanding and properties of operations to add and subtract

Measurement and Data

- Measure and estimate lengths in standard units
- Relate addition and subtraction to length
- Work with time and money
- Represent and interpret data

Geometry

- Reason with shapes and attributes

MATHEMATICS GLOSSARY - GRADE TWO

PROBLEM SOLVING

compare - To state the similarities or differences between two or more numbers, objects, considering size, shape, odd, even, or other attributes

examine - To observe carefully or critically

explain - To define

explore - To look for patterns or relationships between objects within a given setting.

formulate - To create a problem from everyday situations (i.e., counting the number of children in a class)

identify the problem - To determine the problem

justify - Demonstrating or proving a conjecture to be right

make observations - The act of noting and recording something

model using manipulatives - To make or act out a representation of something, usually on a smaller scale or in a simpler way; to use pictures, diagrams, or physical objects to further demonstrate or clarify a problem

REASONING AND PROOF

develop an argument - The communication, in verbal or written form, of the reasoning process that leads to a valid conclusion; a valid argument is the result of the conjecture/reasoning process

explore guesses - To examine without sufficient information using a variety of objects and manipulatives

investigate - To look for patterns or relationships between elements within a given setting

justify claims - To support a mathematical idea using evidence

true/false - A process used to determine validity

use trial and error (guess and check) - A problem solving strategy whereby a reasonable estimate for an answer is made and checked in the problem. If the solution is not reached, the estimate is adjusted and checked again in the problem. This process continues until the correct answer is found

COMMUNICATION

formulate questions - To devise mathematically relevant inquiries

organize - To share mathematical ideas through the manipulation of objects, drawings, pictures, charts, and symbols

share ideas - To discuss thoughts and solutions with a group

use the language of mathematics - To use appropriate terms and vocabulary

CONNECTIONS

apply mathematics - To recognize and make use of everyday experiences to mathematical ideas

compare similarities and differences - To observe what is alike and what is not about mathematical ideas

recognize patterns - To figure out a connection between numbers

understand meaning of operations - To comprehend addition, subtraction, multiplication and division and how they relate to one another

understand relationships - To comprehend a connection between numbers, objects, pictures and symbols and what they represent to solve problems

REPRESENTATION

multiple representations - To select and use various types of reasoning and methods of proof including verbal and written language, acting out or modeling a situation, drawings and/or symbols

nonstandard representation - To recognize and apply mathematics in contexts outside of mathematics

standard representation - To recognize and use connections among mathematical ideas

NUMBER SENSE AND OPERATION

collection - A group of objects gathered for study or comparison

commutative property of addition - A property of real numbers that states that the sum of two numbers is not affected by the order in which the numbers are added; the sum remains the same (i.e. $2 + 3 = 5$ and $3 + 2 = 5$)

compensation - A strategy that can be used for addition which usually involves increasing one addend while decreasing the other by the same amount (e.g., When adding $46 + 38$, add 2 to 38 to make 40 and take two away from 46, resulting in 44; then add $40 + 44$ to get 84)

compose - Part of a process of grouping numbers into quantities that are easier to compute

decompose - Part of a process of breaking apart numbers into quantities that are easier to compute

division - A mathematical operation involving two numbers that tells how many groups there are or how many are in each group

doubles - To make twice as great or as many; to increase by adding an equal amount (i.e. $4 + 4 = 8$)

doubles minus one - To add a number to itself and subtract 1 (i.e. $4 + 4 = 8$ and $8 - 1 = 7$)

doubles plus one - To add a number to itself and then add one (i.e. $4 + 4 = 8$ and $8 + 1 = 9$)

estimate - An answer that is an approximation

even number - A whole number that is a multiple of 2; it can be shared equally (i.e. 2, 4, 6, 8,)

fact family (related facts) - A set of facts, each of which relates the same three numbers through addition or subtraction (e.g., $3 + 4 = 7$, $4 + 3 = 7$, $7 - 4 = 3$, $7 - 3 = 4$)

fair share - The amount that each person receives when something is divided equally

hundred chart - A 10×10 grid representing the numbers from 1 to 100 in rows and columns of ten

identity element for addition - The number in a set which when added to any number in the set yields the given number; (i.e. $2 + 0 = 2$ and $0 + 2 = 2$)

label - To identify an answer in math

multiplication - A mathematical operation of combining groups of equal amounts; repeated addition; the inverse of division

odd number - A number that when divided by 2 has a remainder of 1; it cannot be shared equally (i.e. 1,3,5,7,9, ...)

place value - The value of a digit in a number based on its position (e.g., in the number 28, the 2 is in the tens place and the 8 is in the ones place).

regroup - A process used when subtracting numbers that contain two or more digits and where one of the digits is greater than another; a “trading process” that uses the equivalents of 1 hundred for 10 tens or 1 ten for 10 ones, etc.

repeated addition - Addition of equal groups; often used to model the concept of multiplication. ($3 + 3 + 3 + 3 = 12$)

repeated subtraction - Subtraction of equal groups from a number; a model for division. ($12 - 3 = 9$, $9 - 3 = 6$, $6 - 3 = 3$.)

two-digit number - A whole number greater than 9 and less than 100.

zero - As the identify element in addition - $2 + 0 = 2$

ALGEBRA

decreasing sequences - Patterns which go lower in value

equal to ($=$) - A symbol that means two things have the same amount, size, number, or value

greater than ($>$) - A symbol used to compare numbers; the first number has a value larger than the second number (i.e. $8 > 5$, 8 is greater than 5)

increasing sequences - Patterns which go higher in value

less than ($<$) - A symbol used to compare numbers; the first number has a value smaller than the second number (e.g. $5 < 8$; 5 is less than 8)

whole numbers - The set of counting numbers plus zero; $\{0, 1, 2, 3, \dots\}$

GEOMETRY

compose shapes - To put two-dimensional shapes together

decompose shapes - To break apart two-dimensional shapes

flip (reflection) - The movement (flipping) of a geometric figure over a line to obtain a mirror image

irregular shape - A polygon whose sides and angles are not all congruent

line symmetry - A line that divides a figure into two congruent halves that are mirror images of each other

properties - Characteristics of a shape or object (e.g., size, shape, number of faces, or ability to be stacked or rolled)

rectangle - A quadrilateral with four right angles

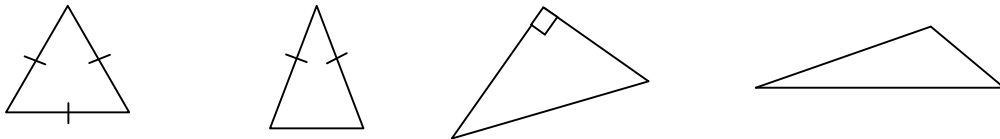


regular shapes - A shape in which all the sides need to be the same length, and all the corners need to be the same angle

slide (translation) - The movement of a figure where every point moves the same distance in one or two directions

square - A rectangle with two adjacent sides congruent (all four sides will be congruent)

triangle - A polygon with three sides and three angles



turn (rotation) - A movement, which results when a geometric figure is rotated about a fixed point

MEASUREMENT

dollar - (\$) currency that is worth 100 cents

equivalent - Equal in value

estimate - An answer that is an approximation

feet - The plural form of foot. 1 foot = 12 inches; 2 feet = 24 inches

half hour - A period of time lasting 30 minutes

heavier - Having great weight

lighter - Having low weight

nonstandard units - Any tangible item that can be used to measure something (e.g., paper clips, crayons)

standard units - An acknowledged measure of comparison (e.g., inches, pounds, ounces)

STATISTICS AND PROBABILITY

compare - To observe the similarities or differences between two or more numbers, objects, considering size, shape, odd, even, or other attributes

data - Information collected, organized, and displayed used to analyze a problem

predict - To be able to determine the next step or value (to make an educated guess), based on evidence or a pattern

similarities/differences - To compare and contrast

tallies - To record by making a mark

tally mark - A mark used to keep track of data being counted

HOME ACTIVITIES TO SUPPORT LEARNING

Here are some activities which you can do with your child to supplement what is going on in the classroom:

1. Gather a group of coins. Have your child count them, first by one's and then by two's, three's, four's, five's, and ten's. Use a number line to do the same task.
2. Using a group of ice cream sticks, practice adding and subtracting quantities of sticks from the total pile. Discuss with your child what taking away and putting on the pile do to the total. Discuss how the group of sticks taken away or added on can be grouped as similar units (two's, three's, etc.).
3. Discuss with your child a personal experience that happened during a given period of time (e.g. recess). Ask what happened first, next, and so on. Help your child construct three simple sentences to tell the story.
4. Find a local place of historic significance on a map. Visit it with your child. Then review the trip, using the map to help your child retrace the journey.
5. On a car trip, keep track with your child of such countable things as the numbers of different state license plates you see, the different colors of cars, how many streets have peoples' names, etc. Later on, arrange these data in graphs or charts to help your child see how to quantify and analyze data.
6. Discuss with your child the plans for the coming week in terms of the days of the week and the hours of the day when activities will be happening. For example, on Monday, we will go to the library at 4:00 p.m.

INTERNET RESOURCES

www.aaamath.com

www.aplusmath.com

www.factmonster.com

www.brainpop.com

www.coolmath4kids.com

www.funbrain.com

www.funschool.com

www.gameaquarium.com

www.multiplication.com

www.primarygames.com

Science – Grade 2

OVERVIEW

In accordance with the New York State Learning Standards, the science program at each grade level promotes the processes of scientific inquiry to prepare students to participate fully in an ever-changing world. Students are given the opportunity to exercise their curiosity and questioning spirit. Inquiry is a critical component of the science program at all levels and in every domain of science. Scientific inquiry involves a variety of skills information gathering and analysis. The use of processing skills for science inquiry allow our students to demonstrate safety in science, use scientific methods for science inquiry and communicate concepts learned through written, verbal, and constructed models while applying appropriate scientific vocabulary.

The science program nurtures problem exploration through a hands-on approach, and emphasizes the use and manipulation of materials and equipment in investigations. Students will develop a greater appreciation of the scientific process, a more sophisticated understanding of the value of technology, and a deeper commitment to the protection of the natural world. Second grade classes investigate units on Life Sciences, Physical Science, Earth Science, and the Human Body. These four units spiral through the curriculum each year helping students build upon prior knowledge while expanding their understanding and application of scientific concepts, principles, and theories pertaining to the living and physical environment. The objectives taught as part of the Second Grade curriculum are listed below;

GRADE SPECIFIC OBJECTIVES

1. Recognizing that there are different plants and animals
2. Identifying characteristics of all living things
3. Associating plants and animals with the environment which best suits their needs
4. Stating differences and similarities in the growth and development of plants and animals
5. Discovering how animals change and exploring a life cycle
6. Understanding that most of what people know about dinosaurs is learned from studying fossils
7. Experimenting with sorting and describing the properties of objects
8. Understanding matter and exploring its states
9. Inquiring about sound, heat, and light
10. Inquiring about cause and effect
11. Exploring magnetic and electricity
12. Investigating the Earth and its features
13. Understanding weather and the seasons of the year
14. Investigating our solar system
15. Understanding how our body works
16. Investigating a food pyramid and proper nutrition

IMPORTANT VOCABULARY

adaptation	food chain	planet
amphibian	Food Guide Pyramid	pitch
anemometer	force	plant
animal	fossil	pole
aquarium	fuel	properties
artery	gas	pupa
astronaut	germs	recycle
attract	globe	repel
bones	gravity	reptiles
brain	habitat	roots
camouflage	hatch	saliva
cause	heart	scatter
chemical change	large intestine	season
chrysalis	lava	seed
circuit	leaves	shadow
compost	life cycle	simple machine
condenses	liquid	small intestine
core	lungs	soil
crater	machine	solar system
crust	magnet	solid
digestion	mammal	source
dinosaur	mantle	states of matter
drought	matter	stem
Earth	minerals	stomach
earthquake	moon	tadpole
effect	muscles	telescope
electricity	natural resources	temperature
endangered	nerves	terrarium
erosion	nutrients	thermometer
esophagus	orbit	tornado
evaporates	oxygen	vein
exercise	paleontologist	vibrate volcano
extinct	pan balance	volume
flood	phases	water cycle
flower	physical change	water vapor

HOME ACTIVITIES TO SUPPORT LEARNING

The following activities will allow you to promote your child's success in various science courses throughout their academic career:

- Review their completed homework assignments
- Aid your child in any science project assigned by the classroom teacher
- Visit various museums and zoos in the metropolitan area
- Encourage the viewing of science programs on the television
- Encourage your child to visit the recommended web sites
- Make regular contact with their classroom teacher

INTERNET RESOURCES

www.sfscience.com – textbook

www.kz.com - textbook

<http://www.nysl.nysed.gov/reference/educoref.htm#sci> – link to multiple websites

www.nysed.gov

www.schoolisland.com

www.science.nasa.gov

www.discovery.com

www.sciencereviewgames.com

Social Studies - Grade 2

OVERVIEW

The social studies program explores rural, urban and suburban communities concentrating on communities in the United States. Children learn about their own community and other communities through the following concepts and themes:

1. Places and Regions - urban, suburban, and rural communities can be located on a map.
2. Change - basic alterations in communities occur over time.
3. Environment and Society - rural, urban and suburban communities are influenced by geography and environment.
4. Factors of Production - people in communities are producers and consumers of goods and services.
5. Needs and Wants - urban, suburban and rural communities rely on each other.
6. Economic Systems - communities collect taxes and provide services.
7. Citizenship and Civic Life - people in communities celebrate various holidays.
8. Decision making - citizenship includes rights, and responsibilities, and conflict may occur.
9. Government - local communities have elected and appointed leaders who make, enforce and interpret laws.

GRADE SPECIFIC OBJECTIVES

1. Identify the family as the basic unit of society in all communities.
2. Discuss factors that make rural, urban, and suburban communities similar and different.
3. Identify goods and services and those who produce them in the community.
4. Evaluate choices available to local consumers.
5. Discuss how people earn money to meet their needs and wants.
6. Identify public services provided by the local community.
7. Explain how taxes provide necessary community services.
8. Explain the conflict between unlimited wants and limited resources.
9. Locate the community on a local and state map.
10. Understand directional terms, e.g. north, south, east, and west.
11. Identify the relationship between map symbols and the objects they represent.
12. Identify geographic factors in the community.
13. Identify different symbols used in the community.
14. Explain how lifestyle is influenced by seasonal climatic patterns.
15. Describe how seasons influence the community's social interaction.
16. Evaluate the need for rules and laws in a community.
17. Understand that the nation elects leaders who make and enforce the laws.
18. Recite the Pledge of Allegiance, recognize the United States flag and sing patriotic songs.
19. Explain holidays that are patriotic celebrations of our nation.
20. Identify how communities change over time.

IMPORTANT VOCABULARY

basic needs	earth	elect
beliefs	economic decision making	environment (physical)
biography	geographic factors	family
capital resources	globe	oral histories
change	goods and services	past, present, future
change over time	govern	physical features
choices	government	places
citizen	history	problem solving
common good	holidays	protect
community	income	resources (limited or scarce)
compare/contrast	interdependent	region
costs	justice	rights
customs	laws	responsibilities
decision making	map	scarcity
decisions	money	symbols
democracy	natural resources	timeline
diagrams	near vs. distant past	traditions
diverse	neighborhood	wants and needs (unlimited)
documents	now and long ago	

HOME ACTIVITIES TO SUPPORT LEARNING

Reading historical fiction and non-fiction will support social studies learning.

INTERNET RESOURCES

<http://www.emsc.nysed.gov/socst/home.html>

New York State Education Department: Social Studies Information

Fine Arts – Grade 2

ART OVERVIEW

The elementary art program provides children with experiences to develop creativity and learn to admire and appreciate beauty. In keeping with the N.Y. State Learning Standards for the Arts, the goals of this “hands-on” program are to have the children participate in the creation and production of a variety of visual art works, to know and use art materials and resources, as well as to appreciate, respond to, and analyze art that they see. Children will develop an understanding of their own historical and cultural heritage and those of others within their communities and beyond.

GRADE SPECIFIC ART OBJECTIVES

1. Drawing, painting, designing, sculpting, constructing and print-making in a variety of media and imaginative ways.
2. Learning about art heritage, artists, their contributions, and ways of communicating cultural values.
3. Responding to artwork and talking about its characteristics, structure, and mood.
4. Building skills of observation and discrimination to compare contrast, discuss, and build a base for making informed judgments.

IMPORTANT VOCABULARY

crayon resist	curator	docent	ellipse	free form
resist	toxic	turquoise	type	typeface
under glaze	value	varied line	visual	wall hanging
watercolor paper				

HOME ACTIVITIES TO SUPPORT LEARNING

- Talk to your child about what they did in art class each week
- Take your child to museums where art is displayed
- While reading children’s books, take the time to observe and discuss with your child what they like or find interesting in the illustrations or photographs
- Share with your child the art of your own cultural heritage
- Discuss how various works of art make your child feel
- Encourage your child to observe and find various shapes, textures, or types of lines in familiar objects, nature, photographs or works of art
- Encourage your child to create at home by drawing, coloring with crayons or use of watercolor paints
- Compliment your child’s creativity
- Watch educational television programs with your child that use art as a primary medium for learning and expression
- Ask your local library for books on art appropriate for second graders



MUSIC OVERVIEW

The elementary music program provides balanced, comprehensive, and sequential experiences for children to perform, create, and respond to music. Through singing, playing instruments, moving to music, and creating music, children acquire musical skills and knowledge by doing. In keeping with the N.Y. State Learning Standards for the Arts, the goals of this “hands-on” program are to have children create, perform, and participate in music-making, to know and use musical materials and resources, to appreciate, respond to, and analyze music they hear. Furthermore, through experiential learning, students will understand their own historical and cultural heritage and those of others within their communities and beyond.

GRADE SPECIFIC MUSIC OBJECTIVES

1. Sing, alone and with others, a varied repertoire of songs.
2. Perform on instruments, alone and with others, a variety of music.
3. Improvise and create melodies, variations, and accompaniments.
4. Read and notate music.
5. Listen to, analyze, and describe music.
6. Understand relationships between music, the other arts, and other disciplines.
7. Understand music in relation to history and culture.
8. Further expand song repertoire, singing games, and singing ability.
9. Expand musical reading and notational skills through sol-fa to encompass S,M,L,R,D (the pentatonic scale) and rhythmic skills to include ta, ti-ti, and quarter rest.
10. Refine music singing skills to include simple part-singing, rounds and melodic ostinati.
11. Develop active listening skills to discriminate between string, wind, and percussion instruments.
12. Understand repeat signs and recognize simple musical forms.
13. Learn the concept of meter (2/4 3/4 4/4).

IMPORTANT VOCABULARY

staff, lines, spaces, measure, bar line, in-tune singing, re, do, high do, ta-ah, patriotic, composer



HOME ACTIVITIES TO SUPPORT LEARNING

- Talk to your child about what they did in music class each week.
- Take your child to live music concerts.
- Listen to music of various styles, from various cultures and historical eras.
- Share with your child the music of your own cultural heritage.
- Discuss with your child how various songs or pieces of music make them feel.
- Sing various children’s songs to them and with them.
- Watch educational television programs with your child that use music as a primary medium for learning and expression.
- Visit the local library for CDs of music to listen to.

Physical Education & Health – Grade 2

PHYSICAL EDUCATION OVERVIEW

The Physical Education Program is an important part of your child's education. It is an integral part of the total educational growth and development process of each child. This program significantly contributes to the acquisition of personal living skills such as cardiovascular fitness, muscular skeletal fitness, cooperation, risk taking, safety, trust and respect.

The sequential learning experiences in Physical Education are designed to fulfill the child's physical development and translate into a meaningful and successful program that meets the needs of all children.

Activities will include physical fitness, locomotor and non-locomotor skills, movement exploration, perceptual motor skills and object manipulation in the lower grades (K-2). In grades 3-5 the activities will include rhythms, ball handling, team and individual sports and physical fitness. These activities and experiences will help prepare the youngster for middle school physical education and after school athletics.

HEALTH –OVERVIEW

THE GREAT BODY SHOP is a comprehensive health, substance abuse and violence prevention program in which your child will be participating this year. This program will help your child learn more about his or her body and how to take care of it. The program is a team effort involving you, your child, the teacher and members of the community. Each month, your child will receive a student issue of THE GREAT BODY SHOP which will present an appropriate level of knowledge about topics such as nutrition, safety, preventing illness and drug and alcohol prevention. Games, quizzes and other material will help develop values, build critical thinking skills and promote behaviors that relate to health goals. Your child's teacher will discuss the units of THE GREAT BODY SHOP in depth with the students. Student monthly issues will be sent home to share with the family and we ask that you talk about the lessons learned with your child.



English as a Second Language –Second Grade

OVERVIEW

English Language Learners are given daily instruction in English as a Second Language to support work done in their primary classroom and to help them become confident in all English-language skills. The amount of English as a Second Language instruction is determined by the student’s scores on either the LAB-R test or the NY State English as a Second Language Achievement Test (NYSESLAT).

We encourage parents to be partners in their children’s education. In the Fall, parents of English Language Learners are invited to meet with the ESL teacher during Back-To-School night. We host ESL Family Game Nights and Math Activities Nights that you can attend with your child and his/her ESL teacher. Your child’s ESL teacher hold morning meetings a few weeks before the NYSESLAT so that you can learn more about this important test and help your child meet with success.

Should you have any questions or concerns during the school year, please contact your child’s ESL teacher.

GRADE SPECIFIC OBJECTIVES

1. Listen for specific information
2. Comprehend initial and final consonants, consonant blends, and long and short vowels.
3. Use contractions and compound words, suffixes and prefixes
4. Respond to literature verbally and in written form
5. Predict outcomes, compare, summarize and make inferences
6. Make generalizations and summaries
7. Identify and utilize capitalization, punctuation, nouns and pronouns
8. Use complete sentences and appropriate spelling
9. Write short notes with a minimum of four complete sentences
10. Use rhyming words, rhythm patterns, and poetic forms
11. Use a dictionary, glossary and thesaurus

IMPORTANT VOCABULARY

always	call	gave	pull	these	which
around	cold	goes	read	those	why
because	does	green	right	upon	wish
been	don’t	its	sing	us	work
before	fast	made	sit	use	would
best	first	many	sleep	very	write
both	five	off	tell	wash	your
buy	found	or	their	talk	with

HOME ACTIVITIES TO SUPPORT LEARNING

1. Ask your child what they are doing in school.
2. Review your child's homework assignment or ask your child to explain it to you.
3. Make regular visits to the Hicksville Public Library and get a library card for your child.
4. Read to your child in English or in your native language and ask your child to tell you about the reading.

INTERNET RESOURCES

You can request the following publications in English and Spanish from the U.S. Department of Education. All are provided at no cost. They can be ordered on-line at www.edpubs.org

Helping Your Child Learn Mathematics
Como Ayudar a Su Hijo a Aprender Ciencias
La Lectura Es Lo Primero: Como Ayudar a Aprender a Leer
Como Ayudar a Su Hijo a Ser Un Buen Lector
(English/Spanish)Guide for Parents:
How Do I Know a Good Early Reading Program When I See One