# WHAT YOUR CHILD WILL LEARN IN 2ND GRADE



בית ספר עקיבא יבנה

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MATH | READING | SCIENCE | SOCIAL STUDIES

**Operations and Algebra Numbers and Computation Measurement and Data** Geometry What Your Child Will Learn Understand Addition and • Extend the Counting Sequence • Represent and Interpret Data Reason with Shapes Subtraction Understand Place Value • Measure Lengths and Their Attributes • Fluently Add and Subtract Compare Two-Digit Numbers • Time and Money • Equal Shares of Circles Within 10 • Use Models and Strategies to and Rectangles Addition Facts to 20: Use Add Tens and Ones **Strategies**  Use Models and Strategies to Subtraction Facts to 20: Use Subtract Tens **Strategies** · Work with Addition and **Subtraction Equations** What Your Child Will Do Students organize and interpret Students extend their • Students explore • Students represent and solve problems involving addition and attributes of two- and understanding of the counting data to answer questions. They subtraction within 10. three-dimensional sequence to numbers through 120. learn to represent data visually • Students develop fluency for shapes. Students learn that two-digit using tally charts and picture • Students divide shapes addition and subtraction within 10. numbers represent amounts of graphs. • Students explore strategies to add into two and four equal Students use indirect tens and ones. within 20. shares to build a • They use their understanding of measurement to compare two • Students use strategies based on conceptual foundation place value to compare numbers. lengths. They measure length the properties of operations and for fractions. the relationship between addition · Students use strategies based on using nonstandard units. • Students explore and subtraction to solve place value and properties of Students are introduced to the attributes of two- and subtraction facts to 20. three-dimensional operations to add within 100 \* hour and minute hands on a • Students work with addition and shapes. They subtract multiples of 10 within clock. They tell time to the hour subtraction equations. They learn • Students divide shapes 100. and half hour. Students also tell how to find a missing number in an into two and four equal the value of coins and find the equation and determine if an shares to build a value of a group of coins. conceptual foundation equation is true or false. for fractions.

Math

Math

<b>Operations and Algebra</b>	Numbers and Computation	Measurement and Data	Geometry		
What You Will See					
<ul> <li>Understand the meaning of the equal sign</li> <li>Determine if equations involving addition and subtraction are true or false</li> <li>Determine the unknown whole number in an addition or subtraction equation</li> <li>Add and subtract within 20</li> <li>Relate counting to addition and subtraction</li> <li>Add and subtract within 20 to solve word problems</li> <li>Solve word problems within 20 with three addends</li> <li>Add within 100 to solve one-step word problems</li> <li>Apply properties of operations as strategies to add and subtract</li> <li>Understand subtraction as an unknown-addend problem</li> </ul>	<ul> <li>Count to 120 from a given number</li> <li>Read and write numerals to 120</li> <li>Represent up to 120 objects with a written numeral</li> <li>Understand that the two digits of a two-digit number represent amounts of tens and ones</li> <li>Understand that 10 can be thought of as a bundle of ten ones — called a "ten"</li> <li>Understand that numbers from 11 to 19 are composed of ten ones and one to nine ones</li> <li>Understand that the numbers 10, 20, 90 refer to one to nine tens (and 0 ones)</li> <li>Understand that the two digits of a two-digit number represent amounts of tens and ones</li> <li>Compare two two-digit numbers and use the symbols &gt;, =, and &lt;</li> <li>Use concrete models and strategies to add within 100</li> <li>Add a two-digit number and a one-digit number</li> <li>Add a two-digit number and a multiple of 10</li> <li>Understand when to compose a ten when adding two-digit numbers</li> <li>Mentally find 10 more or 10 less than a given number</li> <li>Subtract multiples of 10</li> </ul>	<ul> <li>Organize, represent, interpret, and compare data with up to three categories</li> <li>Order three objects by length</li> <li>Compare the lengths of two objects indirectly by using a third object</li> <li>Understand how to use length units</li> <li>Tell and write time in hours</li> <li>Tell and write time in half-hours</li> <li>Identify and combine values of money in cents</li> </ul>	<ul> <li>Distinguish between defining attributes versus non-defining attributes</li> <li>Build and draw shapes with defining attributes</li> <li>Compose two- and three-dimensional shapes</li> <li>Compose new shapes from composite shapes</li> <li>Partition circles and rectangles into two equal shares and use related vocabulary</li> <li>Partition circles and rectangles into four equal shares and use related vocabulary</li> <li>Recognize that decomposing shapes into more equal shares creates smaller shares</li> </ul>		

## Reading- Being a Reader- Being a Writer

Word Analysis	Guided Spelling	Writing Craft and Genre	Skills and Conventions	
What Your Child Will Learn				
<ul> <li>Spelling Sounds</li> <li>Complex Vowel Spelling Patterns</li> <li>Syllabication and Common Affixes</li> <li>Read and Sort</li> <li>Inflectional Ending</li> <li>Polysyllabic Decoding</li> </ul>		<ul> <li>The Writing Community</li> <li>Telling More</li> <li>Fiction</li> <li>Nonfiction</li> <li>Letter Writing</li> <li>Poems and Words</li> <li>Opinion Writing</li> </ul>		
	What Your Chi	ld Will Do		
<ul> <li>Learn the procedure for whole-class, word sorts</li> <li>Review short vowel sounds</li> <li>Review long vowel sounds</li> <li>Learn about categories</li> <li>Review the spellings of the long o sound</li> <li>Review homophones</li> <li>Review the spellings of the long i and long u sounds</li> <li>Review the spellings of the long e sound.</li> <li>Review the spellings of r-controlled vowels er, ir, ur, ar, or</li> <li>Discuss compound words</li> <li>Review the inflectional ending -ing</li> <li>Learn about dividing words into syllables</li> <li>Review open syllables</li> <li>Learn about the schwa sound</li> <li>Learn about the suffixes -tion, -sion, and -ion</li> <li>Learn about the suffixes -able and - ible</li> <li>Review morphemic transformations</li> </ul>	<ul> <li>Practice spelling words with r controlled vowels</li> <li>Review words with the sounds /oo/ and /ou/</li> <li>Review words with the sounds /oi/ and /aw/</li> <li>Review words with the inflectional ending -ing</li> <li>Review words with the endings -ing and -ed</li> <li>Review consonant-l-e syllables</li> <li>Review the suffixes -er and - est</li> <li>Review the suffixes -er, -or, and -ist</li> <li>Review the suffixes -less and -ful</li> <li>Review the prefix un-</li> <li>Review the prefix re-</li> <li>Review the prefix re-</li> <li>Review dividing words into syllables</li> <li>Review words with irregular spellings</li> </ul>	<ul> <li>Writing practices</li> <li>Think before writing</li> <li>Reread their stories to determine what else they might say</li> <li>Give and receive feedback</li> <li>Fiction writing and draft, revise, and publish.</li> <li>Characters in fiction</li> <li>Dialogue and descriptive language.</li> <li>Word bank</li> </ul>	<ul> <li>Proper capitalization and punctuation</li> <li>Question marks and exclamation points</li> <li>Explore and use commas in a series.</li> <li>Approximate the spelling of unfamiliar words</li> <li>Capitalize the first letters of sentences and use ending sentence punctuation.</li> <li>Practice listening for ending punctuation</li> <li>Capitalize proper nouns</li> <li>Explore and use commas in a series.</li> </ul>	

### Reading-Being a Reader

Early Reading FoundationsOral FluencyWritingIndependent PracticeIndependent PracticeWhat You Will See• Read and sort words with short vowel sounds• Read and sort words with short vowel sounds• Practice spelling words with r controlled vowels: • Spell words with the sounds /oo/ and /ou/• The students generate writing ideas by drawing, listing ideas, and writing sentences.• The students write about their lives, and they write about their lives, and they write about their lives, o sound spelled o_e, o, a, ow • Spell words with the long is ound spelled i_e, igh, y• The students write longer pieces as they explore telling more. • They add deals and tell more about characters.• They learn to proofread their writing and to use a word bank to check their spelling.• Read and sort words with the inder cols o sound spelled i_e, igh, y• Spell words with the endings -ing and -ed • Spell the suffixes -er and -est• They begin to use dialogue and descriptive language to help tell more in their stories.• They begin to use dialogue and descriptive language to help tell more in their stories.• They begin to use dialogue and descriptive language to help tell more in their stories.						
<ul> <li>Read and sort words with short vowel sounds</li> <li>Practice spelling words with r controlled vowels:</li> <li>Spell words with the final e spelling of long vowel sounds</li> <li>Spell words with the sounds /oi/ and /ou/</li> <li>Spell words with the sounds /oi/ and /ou/</li> <li>Spell words with the sounds /oi/ and /ou/</li> <li>Spell words with the sounds /oi/ and /aw/</li> <li>Spell words with the inflectional ending -ing</li> <li>Spell words with the long i sound spelled i_e, igh, y</li> <li>Read and sort words with the r-controlled vowels ar and or.</li> <li>Spell consonant-l-e syllables</li> <li>Spell to suffixes -er and -et</li> <li>Spell to suffixes -er and -et</li> <li>The students entry and spelled i to the suffixes -er and -et</li> <li>The students write long used to the province and province</li></ul>	Early Reading Foundations	Oral Fluency	Writing	Independent Practice		
<ul> <li>Read and sort words with short vowel sounds</li> <li>Read and sort words with the final e spelling of long vowel sounds</li> <li>Sort words into categories</li> <li>Read and sort words with the long o sound spelled o_e, oa, ow</li> <li>Sort words with the long i sound spelled i_e, igh, y</li> <li>Read and sort words with the r-controlled vowels and sort words with the sounds -ed</li> <li>Spell words with the endings -ing and -ed</li> <li>Spell consonant-l-e syllables</li> <li>Spell the suffixes -er and -est</li> <li>The students are torics</li> <li>The students write about their lives, and they write solut characters.</li> <li>The students write about their lives and the sounds to use dialogue and descriptive language to help tell more in their stories.</li> <li>They begin to use dialogue and descriptive language to help tell more in their stories.</li> </ul>						
<ul> <li>Read and sort words with short vowel sounds</li> <li>Practice spelling words with r controlled vowels:</li> <li>Read and sort words with the final e spelling of long vowel sounds</li> <li>Sort words into categories</li> <li>Read and sort words with the long o sound spelled o_e, oa, ow</li> <li>Sort words with the long i sound spelled i_e, igh, y</li> <li>Read and sort words with the r-controlled vowels ar and or.</li> <li>Practice spelling words with the r-controlled vowels ar and or.</li> <li>Practice spelling words with resounds /oi/ and /ou/</li> <li>Spell words with the r-controlled vowels ar and or.</li> <li>Practice spelling words with resounds /oi/ and /ou/</li> <li>Spell words with the endings -ing and -ed</li> <li>Spell consonant-l-e syllables</li> <li>Spell the suffixes -er and -est</li> <li>The students generate writing ideas by drawing, listing ideas, and writing sentences.</li> <li>The students write about their lives, and they write silly and scary stories.</li> <li>The students write longer pieces as they explore telling more.</li> <li>They add details and tell more about characters.</li> <li>They begin to use dialogue and descriptive language to help tell more in their stories.</li> </ul>		What You	Will See			
<ul> <li>Read and sort words with the ending -ing.</li> <li>Read and sort two-syllable words.</li> <li>Read and sort words with the suffixes -ters and -ful</li> <li>Spell the suffixes -ter, -or, and -ist</li> <li>Spell the suffixes -ters and -ful</li> <li>Spell the prefix re-</li> <li>Spell the prefix re-</li> <li>Spell compound words</li> <li>Spell dividing words into syllables</li> <li>Spell dividing words with irregular spellings</li> </ul>	<ul> <li>Read and sort words with short vowel sounds</li> <li>Read and sort words with the final e spelling of long vowel sounds</li> <li>Sort words into categories</li> <li>Read and sort words with the long o sound spelled o_e, oa, ow</li> <li>Sort words with the long i sound spelled i_e, igh, y</li> <li>Read and sort words with the r-controlled vowels ar and or.</li> <li>Read and sort words with the ending -ing.</li> <li>Read and sort two-syllable words</li> <li>Apply knowledge of syllables to reading longer words.</li> <li>Read and sort two-syllable words.</li> <li>Read and sort words with the suffixes - tion, -sion, and -ion</li> <li>Read and sort words with the suffixes - ment and -ness</li> <li>Read words with the suffixes -able and -ible</li> <li>Read words with morphemic transformations</li> </ul>	<ul> <li>Practice spelling words with r controlled vowels:</li> <li>Spell words with the sounds /oo/ and /ou/</li> <li>Spell words with the sounds /oi/ and /aw/</li> <li>Spell words with the inflectional ending -ing</li> <li>Spell words with the endings -ing and -ed</li> <li>Spell consonant-l-e syllables</li> <li>Spell the suffixes -er and -est</li> <li>Spell the suffixes -er, -or, and -ist</li> <li>Spell the suffixes -less and -ful</li> <li>Spell words with more than one suffix</li> <li>Spell the prefix un-</li> <li>Spell the prefix re-</li> <li>Spell dividing words into syllables</li> <li>Spell words with irregular spellings</li> </ul>	<ul> <li>The students generate writing ideas by drawing, listing ideas, and writing sentences.</li> <li>The students write about their lives, and they write silly and scary stories.</li> <li>The students write longer pieces as they explore telling more.</li> <li>They add details and tell more about characters.</li> <li>They begin to use dialogue and descriptive language to help tell more in their stories.</li> </ul>	<ul> <li>They approximate the spelling of unfamiliar words, use ending sentence punctuation, and capitalize proper nouns and the first letters of sentences</li> <li>They learn to proofread their writing and to use a word bank to check their spelling.</li> </ul>		

#### Social Studies

History	Geography/Community	Civics/Culture	Economics		
What Your Child Will Learn					
<ul> <li>Celebrating Important Things</li> <li>Remembering Important Things</li> <li>Remembering Important People</li> <li>Learning About the Past</li> </ul>	<ul> <li>Identifying Patterns in Our World</li> <li>Protecting the Earth</li> </ul>	<ul> <li>Practicing Rules and Routines</li> <li>Our Government</li> </ul>	<ul> <li>Our Economy</li> <li>Producers and Consumers</li> </ul>		
	What Your C	Child Will Do			
<ul> <li>Pledges, Songs, and Symbols</li> <li>Celebrate Freedom</li> <li>Leaders in History</li> <li>Good Citizens in History</li> <li>How to Study the Past</li> </ul>	<ul> <li>Landmarks</li> <li>Finding Places</li> <li>Using Maps and Globes</li> <li>Modifying the Environment</li> <li>Conserving Natural Resources</li> </ul>	<ul> <li>Rules and Laws</li> <li>People's Stories and Art</li> <li>Leaders, Inventors, Good Citizens</li> <li>Special Celebrations</li> <li>The Work of Government</li> <li>Our Leaders</li> </ul>	<ul> <li>Earning an Income</li> <li>Free Enterprise</li> <li>People Buy and Sell</li> <li>Businesses Make Goods and Provide Services</li> </ul>		

#### Social Studies

History	Geography/community	Civics/Culture	Economics		
What You Will See					
<ul> <li>Recite the Pledge of Allegiance to the United States Flag</li> <li>Identify symbols such as state and national birds and flowers</li> <li>Sing, recite, or identify selected patriotic songs, including "The Star- Spangled Banner" and "America the Beautiful"</li> </ul>	<ul> <li>Identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings</li> <li>Identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom</li> <li>A identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend</li> <li>Create maps to show places and routes within the home, school, and community</li> <li>identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes</li> <li>Locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes</li> <li>Identify ways people can conserve and replenish Earth's resources</li> <li>Identify the significance of various ethnic and/or cultural celebrations</li> </ul>	<ul> <li>Identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver.</li> <li>Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</li> <li>Identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth</li> <li>Explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving</li> <li>identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community</li> <li>Name current public officials, including mayor, governor, and president</li> <li>Compare the roles of public officials are selected, including election and appointment to office</li> </ul>	<ul> <li>Explain how work provides income to purchase goods and services Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</li> <li>Explain the choices people can make about earning, spending, and saving money</li> <li>Distinguish between producing and consuming</li> <li>Identify ways in which people are both producers and consumers</li> <li>Trace the development of a product from a natural resource to a finished product</li> </ul>		

Scientific Process Skills	rocess Systems and Subsystems in Life Science Properties		Causes and Effects		
What Your Child Will Learn					
<ul> <li>Scientists help us understand the world around us.</li> <li>Scientists do experiments and make observations.</li> <li>They use evidence to support their ideas.</li> </ul>	<ul> <li>Living and non-living things</li> <li>Animals and Plants</li> <li>Plant seeds</li> <li>Biomimicry</li> </ul>	<ul> <li>Properties of Materials</li> <li>Weather Patterns.</li> <li>The Earth's surface</li> </ul>	<ul> <li>Sunlight</li> <li>Light and Sound.</li> <li>Simple machines</li> <li>Matter: Solids, Liquids and Gases</li> </ul>		
	What Your Ch	nild Will Do			
<ul> <li>Students will observe and conduct investigations.</li> <li>Students will discover and record data.</li> <li>Learn lab safety procedures</li> <li>Learn how to use technology and science equipment</li> <li>Verbalize science inquires and conclusions</li> </ul>	<ul> <li>The students observe that living and non-living things have different structures and functions.</li> <li>The students will see that animals have adaptations that help them survive in their habitats.</li> <li>Students will discover that seeds are structured in such a way that helps them move from place to place.</li> <li>Students will keep specific plant and animal parts and their functions in mind when deciding on their inventions.</li> </ul>	<ul> <li>Some materials have properties best suited for certain purposes</li> <li>Students will look at differences in cloud types to predict weather associated with them.</li> <li>Students will create a model of a flash flood using soil and different amounts of water.</li> <li>They will make observations and construct explanations as to why the land changed.</li> </ul>	<ul> <li>Observe a variety of different types of energy being transferred from place to place by sound, light, heat, and electric currents</li> <li>Use what they have learned about energy transfer to imagine ways to convert one type of energy to another</li> <li>Make predictions based on their understanding of cause and effect relationships</li> <li>Design water wheels that generate their own energy</li> <li>Write and draw explanations of design strategies</li> <li>Students interpret diagrams of transverse and longitudinal waves.</li> <li>Think about the human eye and brain and how these structures help us see and process information. Explore the human sense of sight.</li> <li>Explore, compare and utilize different ways that humans have used patterns to transfer information past and present</li> <li>Explain how patterns in symbols can be used to transfer information using computers</li> </ul>		

Scientific Process Skills	Systems & Subsystems in Earth and Life Science	Earth System Interactions Cause Weather	Causes and Effects of Regional Climates	Effects of Global Warming on Living Systems	
What You Will See					
<ul> <li>Safety rules and symbols</li> <li>Student safety contract</li> <li>Science equipment</li> <li>Graphic organizers</li> <li>Lab reports</li> <li>Graphs, tables, charts</li> <li>Lab notebook/folder</li> </ul>	<ul> <li>They can identify the scale a cell is observable at, and identify the scale cells are not observable at</li> <li>They can connect cell structures to their functions and generalize this to the systems observed in all cells.</li> <li>They know the function of the body systems and how they interact.</li> <li>They can describe the forces that drive the water cycle as well as provide details of energy transfer.</li> <li>They can describe the model as a system and relate its components and interactions to the natural system it represents.</li> </ul>	<ul> <li>They can provide detailed descriptions of how the model relates to the natural system it represents.</li> <li>They are able to give a detailed description of the proportional relationship between distance and thermal energy transfer and can provide evidence from</li> <li>observations.</li> <li>They can provide a response that indicates they understand the elements required for calculating speed as well as the formula.</li> </ul>	<ul> <li>They can provide a response that indicates a detailed understanding of the idea of probability and the complexity of the phenomenon of survival.</li> <li>They can provide a response that indicates a detailed understanding of the idea of probability and the complexity of the phenomenon of survival.</li> <li>They are able to provide a response that indicates a good understanding of the cause and effect relationship and use it to make a prediction.</li> <li>They can describe the cause and effect relationship between parental contributions to inheritance and offspring characteristics, as well as make an accurate prediction.</li> <li>They can describe the cause and effect relationship between parental contributions to inheritance and offspring characteristics, as well as make an accurate prediction.</li> <li>They can describe the cause and effect relationship and relate it to predicting weather.</li> </ul>	<ul> <li>They can describe the relationship (correlation) and suggest that a causation might exist. The student can also describe the difference between the two kinds of relationships.</li> <li>They can provide a detailed description of some changes to Earth's climate and correctly classify the change as sudden or gradual AND explain their classification.</li> </ul>	