



**SYOSSET CENTRAL SCHOOL DISTRICT  
Elementary Curriculum Guide**

**Second Grade Curriculum Guide**



**\* AP Willits \* Baylis \* Berry Hill \* Robbins Lane \* South Grove \* Village \* Walt Whitman \***





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## **Second Grade: Reading**

<b>Standards</b>	<b>How can families support students?</b>
Knows and applies grade-level phonics and word analysis skills in decoding words	<ul style="list-style-type: none"><li>Families may read with their child fifteen minutes daily, taking turns reading and discussing that reading with child.</li><li>Family may ask questions that identify character feelings, motivations and traits, cause and effect and main idea using information from the text (text evidence).</li></ul>
Reads fluently and accurately to support comprehension	
Demonstrates literal comprehension skills (ex. finding details, story elements, sequencing of events)	
Demonstrates inferential comprehension skills (ex. cause/effect, main idea, figurative language, etc)	





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## **Second Grade: Writing**

<b>Standards</b>	<b>How can families support students?</b>
Writes independently for different tasks, purposes, and audience (opinion, information, narrative)	<ul style="list-style-type: none"><li>Families can demonstrate the importance of writing in their daily lives in a variety of ways, including:<ul style="list-style-type: none"><li>Shopping lists</li><li>Planning vacations</li><li>Researching</li><li>Calendaring activities</li></ul></li><li>Families can support young writers by encouraging them to write journals about what they are reading, imagining, and experiencing in their daily lives.</li></ul>
Generates, organizes and communicates ideas	
Responds to literature	
Expresses thoughts in complete sentences using appropriate capitalization and punctuation	
Applies spelling strategies	

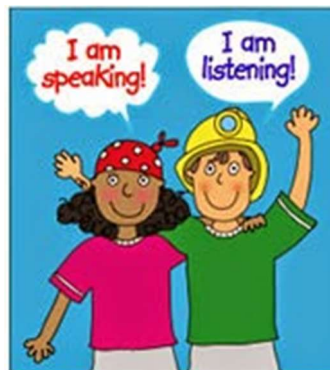




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## **Second Grade: Listening & Speaking**

<b>Standards</b>	<b>How can families support students?</b>
Actively listens	<ul style="list-style-type: none"><li>Families can engage students in conversations through device-free family time in which all participants may form, ask and answer questions to further the discussion. These experiences may include:<ul style="list-style-type: none"><li>○ Board games</li><li>○ Card games</li><li>○ Car games</li><li>○ Shared experiences- shopping, family meals, etc.</li></ul></li></ul>
Participates appropriately in collaborative conversations in literacy discussions	
Asks and answers questions relevant to the conversation	
Expresses thoughts, feelings and ideas clearly with appropriate vocabulary	





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## **Second Grade: Math**

<b>Standards</b>	<b>How can families support students?</b>
Numbers and Operations	<ul style="list-style-type: none"><li>● Begin by modeling. Show that you have a growth mindset about math. Even if you struggled with math as a student, you can show your child that you are excited to learn about what they are doing.</li><li>● Encourage game playing with your child where you can incorporate dice, cards and spinners.</li></ul>
Understands and uses place value (ones, tens, hundreds)	
Finds equivalent representations (standard, expanded, word form) of two- and three-digit numbers	





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## **Second Grade: Math (Cont'd.)**

<b>Standards</b>	<b>How can families support students?</b>
<b>Operations and Algebraic Thinking</b>	<ul style="list-style-type: none"><li>● Ask questions to support your child with their homework:<ul style="list-style-type: none"><li>○ What do you already know about this problem?</li><li>○ Can you draw a picture of what is happening?</li><li>○ Does this remind you of a problem you have seen before?</li></ul></li><li>● Have your child estimate how far a place is or how much the week's groceries will cost.</li><li>● Play games involving dice where the winner has a higher roll, then find out by how much.</li><li>● Encourage puzzle and riddle solving.</li></ul>
Demonstrates fluency in addition and subtraction	
Represents and solves word problems involving addition and subtraction	
Finds differences of two- and three-digit numbers	
Finds sums of two- and three-digit numbers	
Communicates mathematical thinking	
<b>Geometry/ Measurement and Data</b>	<ul style="list-style-type: none"><li>● Involve your child in situations that use money, length, or time.</li><li>● Allow children to assist in cooking activities that involve recipes and measurement.</li><li>● Go on a shape scavenger hunt either in your home or in the car. Be creative!</li><li>● Play a money exchange game or making change game using real or play money.</li></ul>
Represents, organizes and interprets data	



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## **Second Grade: Science**

<b>Standards</b>	<b>How can families support students?</b>
Uses observations to communicate scientific concepts.	<ul style="list-style-type: none"><li>● Get outside and encourage students to explore their surroundings.</li><li>● Notice small details and ask, "What shapes do you see?" "What are those colors?" "How does it feel?" "How are they different?"</li><li>● Ask students open ended questions like "Why do you think it changed?" or "Describe what happened?"</li><li>● Encourage students to write or draw how they think something works. It is ok for them to be wrong; the process is more important than accuracy.</li><li>● Encourage students to closely examine devices and take things apart with adult supervision. Do not worry about reassembly.</li><li>● Let students ask questions, make predictions and investigate if they are correct. "What will happen if we add food coloring to warm water instead of cold water?" "What would cause an ice cube to melt faster?"</li></ul>
Uses information and analyzes data to explain scientific concepts.	
Uses tools and materials to plan and design investigations.	
Constructs a representation to demonstrate understanding of scientific concepts.	







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## **Second Grade: Social Studies**

<b>Standards</b>	<b>How can families support students?</b>
Identifies and describes the characteristics of communities.	<ul style="list-style-type: none"><li>● Families can engage in 'field trips' around their community. The child can look for characteristics of their community and identify community helpers found in their community.</li><li>● Families can compare their family heritage and/or community with other communities.</li><li>● Families can track their family adventures both local and distant with a map, chart, or GPS.</li><li>● Families can discuss current events at a device-free gathering and note vocabulary and facts specific to topic.</li></ul>
Identifies and interprets information from documents, graphics, and maps.	
Demonstrates an understanding of vocabulary, key facts, and information.	







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## **Second Grade: Social Emotional Learning (SEL)**

<b>Standards</b>	<b>How can families support students?</b>
<b>Social-Emotional Learning</b>	<ul style="list-style-type: none"><li>● Help your child describe their own feelings. Let your child know their feelings matter. Identifying and discussing emotions can help children understand their own and others' feelings.</li><li>● Teach your child "calm down" or de-escalation strategies. Remain calm when your child is not.</li><li>● Give your child opportunities to play with other children their age. Help them explore their world and get to know the people in it. Model kind and generous behaviors when interacting with other adults and children.</li><li>● Use children's books to teach social skills (i.e. books with themes about making friends, taking turns, and cooperating).</li><li>● Show your feelings. Let your child see when you are happy or sad. This helps them to develop empathy for others.</li><li>● Give your child lots of praise and positive encouragement.</li><li>● Model caring relationships and recognize positive behavior.</li><li>● Create consistent, predictable routines and a developmentally appropriate schedule.</li><li>● Provide opportunities for your child to develop personal responsibility and independence.</li></ul>
Regulates emotions and behaviors	
Establishes and maintains positive relationships	
Follows school/class rules	
Exhibits a positive attitude toward learning	
Demonstrates pride in work	
<b>Learning Behaviors</b>	
Organizes self and materials	
Stays on task	



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## **Second Grade: Social Emotional Learning (SEL)**

<b>Standards</b>	<b>How can families support students?</b>
Completes tasks independently	<ul style="list-style-type: none"><li>● Prepare children before transitions occur. For example, provide a “warning” before a transition.</li><li>● Encourage your child to set goals and create a plan.</li><li>● Engage your child in problem solving about their challenging behaviors. Give your child a chance to practice and “do-over”.</li><li>● Help your child role play positive ways to solve problems, take turns, and cooperate.</li><li>● When talking about a problem or challenge, explore with your child the different ways there are to approach the problem/challenge.</li><li>● Model growth mindset. Share mistakes you made and what you did to fix them.</li><li>● Check your child’s assignment book and homework folder.</li><li>● Send your child to school ready to learn - a nutritious breakfast, right amount of sleep.</li></ul>
Completes tasks in a timely manner	
Follows directions	
Participates cooperatively and constructively in class discussions and group activities	
Uses suggestions constructively	
Demonstrates perseverance in solving problems	
Comes to school prepared	

