

GIPS FAMILY LEARNING GUIDE: A Parent's Guide to Second Grade

By the end of the school year, we expect that a second grade student can:

Learning activities you can do at home and in the community:

ELA

- **Describe** characters' actions in a story.
- **Figure** out the big idea or lesson in the story.
- **Use** things like pictures, charts, or bold words in a book to support understanding.
- **Distinguish** between long and short vowel sounds when reading.
- **Read** words that follow common spelling rules and have beginnings (*prefixes*) or endings (*suffixes*) added.
- **Read** words correctly and fluently (*so it sounds like talking*).
- **Ask** and answer questions about a text to show understanding.
- **Write** for a variety of purposes (*narratives, opinion, informative*).
- **Write** responses in complete sentences with correct capitalization and punctuation.

- **Model** good listening and speaking skills (*encourage your child to repeat back to you what they heard*).
- **Re-read** your child's favorite stories often.
- **Write** stories together about real or imagined events.
- **Write** thank you notes to family members to practice writing in complete sentences.
- **Review** and practice spelling words in a variety of ways.
- **Discuss** new words to build their vocabulary.
- **Take** children's books and writing materials with you to places.
- **Make** reading part of your daily routine—read with your child each day, even in your native language.
- **Read** from a variety of children's books, including fairy tales, song books, poems, and informational texts.
- **Visit** the Grand Island Public Library to check out books.

MATH

- **Add** and subtract within 100 using efficient strategies (*ex. number lines*) based on place value.
- **Add** and subtract within 1,000 using hands-on tools (*like blocks*), drawings, and efficient strategies (*ex. number lines*).
- **Recognize** and draw flat (*2D*) shapes by looking at how many sides, angles, and corners (*vertices*) they have.
- **Read** and create graphs with pictures or bars and answer questions about the graph.
- **Count** within 1,000; skip-count by 5s, 10s, and 100s.
- **Read** and write numbers to 1,000.
- **Compare** three-digit numbers using $<$, $>$, and $=$.
- **Measure** and estimate lengths of objects using inches, feet, centimeters, and meters.
- **Identify** coins and count money using dollars and coins, and use the \$ and ¢ symbols correctly.
- **Identify** and write time to 5 minute intervals using analog and digital clocks and both a.m. and p.m.

- **Make** a number line on the floor. Have your child jump to solve simple addition or subtraction problems.
- **Use** blocks or small toys to build and break apart numbers up to 1,000.
- **Look** around the house for 2D shapes like triangles and rectangles. Count the sides and corners.
- **Skip-count** by 5s, 10s, or 100s while doing fun movements like clapping or jumping.
- **Practice** reading and writing numbers up to 1,000 using paper or a whiteboard.
- **Use** a ruler or tape measure to guess and then measure items around the house.
- **Set up** a pretend store and use real or play money to buy things.
- **Use** a clock to practice reading time to the nearest 5 minutes. Talk about morning (*a.m.*) and evening (*p.m.*) times.

SCIENCE

- **Describe** and classify different kinds of materials by looking at their properties.
- **Explain** how the states of matter change by heating and cooling them.
- **Identify** where water is found on Earth and that it can be solid, liquid, or gas.
- **Describe** Earth events that occur quickly (*earthquake, flood, or tornado*) or slowly (*erosion or the creation of the Grand Canyon*).
- **Observe** and compare different habitats, determine that plants need sunlight and water to grow, and model how an animal pollinates plants.

- **Describe** things around you to identify the properties on an object.
- **Cook!** Talk about how the food changes during the cooking process.
- **Explore** around different bodies of water (*ex: lake, rivers*) Have your child describe the area and how the water could change the land.
- **Discuss** how the flooding of rivers can reshape the land.
- **Plant** seeds, either inside or outside. Discuss what the plants need.
- **On** visits out of town or in different areas of the community, talk about the different habitats that you see and what makes them unique.
- **Identify** pollinators in your backyard—watch them work.
- **Visit** the different museums and science centers to explore the many exhibits and artifacts.

SOCIAL STUDIES

- **Understand** and explain choices and consequences. experienced during their move to a new place.
- **Think** and talk about student's responsibility to take care of their community, focusing on cooperation and citizenship.
- **Study** the reasons why people move to new places.
- **Understand** and explain what people
- **Explain** the function of the local government.
- **Compare** local government/cultures to those of the past.
- **Explain** how the government plays a role in establishing and maintaining local community spaces.

- **Look** at different types of maps; help your child use the map key to find different locations.
- **Talk** about local issues and how the family feels about them.
- **Explore** the community and discuss the resources that are available, as well as man-made and natural features.
- **Provide** your child with responsibilities at home and discuss how they are helpful.
- **Use** a jar to save coins. Discuss a family goal of something to save up for.
- **Point** out community members/organizations who help solve problems.
- **Talk** about family traditions and how different places in the world have different traditions.
- **Watch** and discuss the news during major weather.

SECOND GRADERS experience a broad range of instruction that supports and enriches academic learning and understanding.

Common Expectations: Be Safe, Be Respectful, Be Responsible.

YEAR END EXPECTATIONS

Media Skills:

- **Practice** age appropriate responsible digital citizenship skills.
- **Locate** books in the library and be introduced to the dewey decimal system.
- **Use** two hands on the keyboard.
- **Use** the self checkout system.
- **Navigate** a digital library.

Speaking and Listening:

- **Speak** clearly.
- **Participate** in class discussions by listening and taking turns.
- **Express** thoughts, feelings, and ideas in complete sentences.
- **Use** an adequate volume.
- **Maintain** an appropriate pace.
- **Stand** confidently.
- **Face** the audience.
- **Use** eye contact.
- **Handle** presentation aids appropriately.

Arts Education:

- **Practice** elements of art including line, shape, form, color, texture, pattern, and space through the tasks of drawing, painting, sculpture, and assembly.
- **Explore** and discuss various works of art.
- **Share** artwork publicly.

Music Education:

- **Singing** skills and concert performance skills.
- **Listen**, move, and respond to a variety of music.
- **Read**, perform, notate and create ta-ah, half rest, and tika-tika rhythm patterns.
- **Sing**, sign, notate and create ta, ti-ti and rest rhythm patterns.
- **Identify**, recognize, and respond to ABA form.

Health/Physical Education:

- **Develop** locomotor skills such as galloping and skipping.
- **Develop** non-locomotor skills such as throwing and dribbling.
- **Practice** social skills and communication skills through participation in small and large group activities with an emphasis on good sportsmanship.
- **Travel** safely in open space, among others, demonstrating spatial awareness.
- **Get** involved in the high school's local camps throughout the year and summer.
- **Find** ways to visit parks or playgrounds for family fun and exercise. Join the YMCA, as they have multiple ways to encourage fitness.



SOCIAL EMOTIONAL LEARNING COMPONENTS

Self-Awareness:

- **Build** a growth mindset and goal setting.
- **Identify** emotions.
- **Solve** problems and recover from mistakes.
- **Cultivate** empathy and kindness.

Self-Management:

- **Set** goals.
- **Manage** stress.
- **Build** resilience.
- **Build** organizational skills.
- **Advocate** for oneself.

Social Awareness:

- **Understand** others' perspectives.
- **Appreciate** one another's uniqueness.
- **Practice** civic engagement.
- **Solve** problems.

Relationship Skills:

- **Practice** communication skills.
- **Engage** with peers in different situations.
- **Practice** working together.
- **Craft** apologies when needed.

Responsible Decision-Making:

- **Evaluate** situations and respond appropriately.
- **Develop** ownership and self-reflection.

GRAND ISLAND PUBLIC SCHOOLS

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EVERY STUDENT, EVERY DAY, A SUCCESS!