



# SECOND GRADE...

## At A Glance



*Empowering the Dragon community to  
achieve excellence.*

**District Mission**

*Empowering the Dragon community to achieve excellence.*

**District Vision**

*Empowered Dragons experience joy and success.*

**Belief Statements**

We believe that:

- *Preparing Dragons is a collaboration of students, staff, families, and community.*
- *We have a responsibility to provide a safe, welcoming, equitable learning environment where all individuals are respected and valued.*
- *In fostering an environment that cultivates each individual's maximum potential.*
- *Character development is an integral part of education.*
- *In a dynamic innovative approach to educating Dragons.*

This brochure contains the expectations for language arts, math, science, social studies, art, physical education, music and media for each child in second grade. Separate brochures outline the expectation for other grades. The expectations are designed to ensure students receive sequenced instruction from grade to grade. These expectations are aligned with state and/or national standards.

The purpose of this brochure is to familiarize you with the concepts your child will be presented with throughout this school year. This information will allow you to work with your child's teacher to help provide the highest level of achievement. Use it when you talk with your child's teacher(s). Ask what you can do at home to support learning in the classroom and reinforce learning at home.

Lake Orion Community School teachers, administrators and support staff are committed to helping your child achieve their potential.

*Lake Orion Community Schools does not discriminate on the basis of race, color, religion, sex, national origin, disability, marital status, height, weight or age. Board of Education policy forbids acts of illegal discrimination in all matters.*



Second grade is exciting!

Social Studies focuses on local community and communities around the world. Students learn how to compare urban, rural, and suburban communities by investigating their own local community. Students also explore the history of Lake Orion and learn how to tell the story chronologically through the use of a timeline. Government, economy, and physical makeup of communities are also explored.

In science, second grades use tools to observe and record scientific processes and explore the properties of matter. Students also discover the science of sound, including the concepts of pitch and vibration. In addition, students will learn about landforms and the movement and sources of water on the earth.

The second grade English Language Arts program challenges students to continually develop their skills in reading, writing, speaking, and listening. Students demonstrate their ability to recognize and understand words. The children use various strategies to increase their understanding of texts. They grow in their ability to write appropriately for different purposes and to express their own style or individuality when writing. They gain a true appreciation for various genres of literature.

Second grade math begins with basic counting and ends up with multiplication and three-digit math computation. In between, second graders learn to tell time, count money, make and interpret graphs, explore geometric properties, discover various measuring tools, write and understand fractions, become expert problem solvers, and learn how to compare numbers in many different ways.

Second grade is a full year, but a very fun year!

## English Language Arts

### Literacy in Second Grade

Students in second grade will further develop their skills in reading, writing, speaking and listening. They continue to grow their comprehension strategies and work feverishly at fluency (speed, accuracy and expression). They learn new concepts that help them decipher new meanings of words. These new words and phrases will be expressed in both their speech and in writing. They continue to learn and practice rules for matching sounds to letters that make up words. Second graders learn to write and read across genres and are often enthusiastic about multiple books in the same series or on the same topic. As second graders write and speak more attention will be given to the formal and informal uses of English including conventional spelling and correct grammar.

### Read Aloud with Discussion

Students are read aloud to daily. During this valuable time, teachers verbally interact with the class. This process includes pre-reading, during reading, and post-reading conversations to enhance understanding and make connections with the story.



The read aloud selections are a variety of genres — fiction, nonfiction, picture books or poetry. During this critical time of instruction, students will see and hear what readers do so that they may apply this same process in their own reading.

## English Language Arts



### Reading Workshop

Reading Workshop follows a predictable structure, fostering powerful learning. Each day, the teacher begins with a short lesson focusing on a skill or strategy that will benefit all students. Students self-select and read books that are at their independent reading levels. At this level, students can read almost all the words accurately, read with appropriate speed and expression and above all, understand the text. While students are reading, the teacher may meet with small groups or with individual students in order to meet their academic needs. Creating readers who love reading is the heart of Reading Workshop.

### Writing Workshop

The structures of Writing Workshop are similar to that of Reading Workshop. Fostering a love for writing, daily opportunities for practice, and maximum student choice are foundations of Writing Workshop classrooms. Your child will write narrative, informational, and persuasive pieces reflective of his/her developmental interests and stage of writing development. Through individual meetings with the teacher, small group work, and assessment-based instruction, your child will be guided toward advancement of his/her writing skills. Students will publish and celebrate their many accomplishments throughout the year.

### Word Study

Word study teaches students to examine words. They will discover the regularities, patterns, and conventions of the English language in order to read, write, and spell. Students pass through developmental stages and participate in word or picture sorts and additional learning activities to meet their individual and small group needs.

## What Your Child Will Be Working on in Second Grade

### Reading Standards for Literature and Informational Text

- Paying close attention to details, including illustrations to answer who, what, where, when, why and how questions
- Retelling stories including the lesson or moral of stories, fables and folktales
- Retelling non-fiction including the main idea of a story and paragraphs within the story
- Using text features (e.g. captions, bold print) to locate key facts or information efficiently
- Identifying the author's purpose



- Exploring character traits, character actions and character motivations
- Studying text structure (i.e. importance of words or phrases, rhythm, beginning, middle and end, main idea and supporting details)
- Acknowledging multiple points of view and changing voices when reading dialogue
- Using illustrations to aid in the understanding of a text
- Comparing and contrasting multiple versions of the same story or multiple non-fiction books on the same topics
- Independently read in a fiction Level M text independently with fluency, accuracy and comprehension

### **Language and Foundational Reading and Skills**

- Using strategies to problem solve unfamiliar words (e.g. reread, skip it and go back, chunk it)
- Using phonics (i.e. long and short vowels, vowel teams, prefixes, suffixes) and word analysis to figure out unfamiliar words
- Learning to properly form letters using traditional handwriting
- Reading 220 of most common words used in print and the 95 most common nouns automatically
- Producing, expanding and rearranging sentences when writing or speaking
- Using nouns, verbs, adjectives, adverbs correctly when speaking and writing
- Distinguishing between verbs and adjectives with similar word meaning to choose the most effective word when writing and speaking (e.g. thin, slender, skinny, scrawny)
- Demonstrating a command of capitalization when writing (i.e. holidays, product names, geographical locations)
- Showing command of punctuation when writing (i.e. commas when writing letters, apostrophes)
- Applying spelling patterns when writing words
- Using resources to begin to correct improper spellings
- Clarifying meanings of words and phrases
- Demonstrating understanding of word relationships and slight differences in word meanings
- Determining the meaning of a new word formed when a known prefix or suffix is added to a word (e.g. happy, unhappy)
- Developing an expanded vocabulary

### **Writing Standards**

- Writing opinion pieces (i.e. review) with an introduction including an opinion, reasons for their opinion, linking words connecting thoughts and a conclusion
- Writing informational texts (e.g. all about books, how to stories, magazine feature articles) with an introduction, details and a conclusion



- Writing narrative stories which include a short sequence of events with details, thoughts, feelings and connecting words and a conclusion
- Using the writing process (prewriting or rehearsing, drafting, writing, revising, editing and publishing) to produce multiple finished products
- Participating in shared research projects (e.g. read books on a single topic to produce a report)

### Speaking and Listening Standards

- Taking part in conversations by linking his or her comments to the remarks of others and asking and answering questions to gather additional information or deeper understanding of the topic
- Following rules for respectful discussion
- Retelling key information or ideas from multi-media or books read aloud
- Creating audio recordings adding visual displays when appropriate to clarify ideas, thoughts or feelings

## Mathematics

### Operations and Algebraic Thinking

- Use addition and subtraction within 100 to solve word problems by using drawing and equations
- Fluently add and subtract through 20 using mental strategies
- Determine groups of objects as having an odd or even number
- Using addition, find the total number of objects arranged in a rectangular array up to 5 rows and 5 columns
- Write equations to represent addition of equal numbers



### Number and Operations in Base Ten

- Understand place value up to 1000
- Count within 1000; skip-count by 5s, 10s, and 100s
- Add and subtract three digit numbers
- Add and subtract up to four two digit numbers using place value and properties of operations
- Mentally add or subtract 10 or 100 from any given number

### Measurement and Data

- Estimate and measure lengths of objects using appropriate tools in standard units
- Use addition and subtraction word problems involving length



- Represent whole numbers on a number line having equally spaced points
- Tell and write time to the nearest five minutes (using a.m. and p.m.)
- Solve problems involving money (using \$ and ¢ symbols appropriately)
- Draw and interpret a picture/bar graph for a single set of data up to four categories

## Geometry

- Recognize and draw 2D shapes
- Partition a rectangle into same-size squares
- Divide circles and rectangles into halves, thirds, or fourths and describe the whole as two halves, three thirds, or four fourths

## Science

All science units are aligned with the Michigan Science Standards. The Michigan Science Standards are really a set of student performance expectations. These performance expectations incorporate three main elements:

- Disciplinary Core Ideas (science specific concepts in the life, earth and space, and physical sciences)
- Science and Engineering Practices (*asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information*)
- Crosscutting Concepts (*Patterns, Cause and Effect, Scale, Proportion, and Quantity, Systems and System Models, Energy and Matter in Systems, Structure and Function, and Stability and Change of Systems*)

## Earth and Space Science

Students will be able to:

- Develop a model of and form an initial explanation of landforms and waterways in the Great Lakes region
- Model changes and/or patterns on Earth's surface
- Collaborate on designing a solution to a problem related to the Earth's surface
- Compare multiple solutions to a problem and critique those solutions related to water and wind erosion
- Engage in scientific discourse
- Collaboratively plan an investigation to collect and analyze data to provide evidence to support a claim.



## Physical Science

Students will be able to:

- Engage in learning how to become a scientist through collaborative discourse
- Work in small groups to collaboratively plan an investigation to test how matter can be classified by observable properties using patterns from their collected data
- Work in small groups to design a prototype to solve a problem based on the properties of the given materials recording observations to evaluate the best material
- Construct an argument with evidence to explain that heating and cooling causes substances to change and the effect can be reversible or irreversible
- Use their observations to construct an explanation of how an object was formed by rearranging smaller pieces into a new shape without adding or leaving out pieces

## Life Science

Students will be able to:

- Plan and conduct an investigation to determine what a plant needs to grow
- Develop a model that mimics the function of an animal in dispersing seeds
- Communicate ideas for a problem's solutions to other people through sketches, drawings, or physical models



## Social Studies

### History

- Explore the history of the local community by using a timeline of events
- Describe the changes in the local community over time
- Construct historical narratives about the local community using a variety of sources

### Geography

- Construct maps of the local community that contain symbols labels and legends
- Use maps to describe the spatial organization of the local community
- Examine the physical and human characteristics of the local community and learn how it is part of a larger region
- Learn about how people use land and move goods within the local community
- Explore the diverse cultures in the local community

### Civic and Government

- Explain why people form governments





- Learn how local governments make enforce and interpret laws, provide services and affect the lives of local citizens
- Learn how individual citizens can participate in local government

### **Economics**

- Identify businesses in the local community and explore how they meet the economic wants and needs of the people

### **Public Discourse, Decision Making and Citizen Involvement**

- Identify a public policy issue in the local community that influences the daily lives of citizens, and evaluate possible resolutions

## **Visual Arts**

The visual arts curriculum is based on the National, Michigan, and Lake Orion standards and builds a foundation for creative thinking, problem solving, and lifelong learning in the arts and other disciplines. In art class, children learn to convey ideas, feelings, and emotions by creating their own images. They explore the historical and cultural messages wrapped up in works of art. They also reflect on the meaning of what they see in art. Students learn to express their opinions and show respect for their own ideas and creations and for those of others. They explore a variety of media techniques, and processes in the broad categories of painting, drawing, mixed media, and sculpture. They also learn the safe use and care of art materials and tools. Looking at, thinking about, and making art are presented as enjoyable and integral parts of learning about art. Students develop a better understanding of beliefs and ideas that are different from their own.

At the second grade level, students continue to explore the visual elements of design and become more proficient in their use. They learn to make intentional choices of lines, colors, and other visual elements. Students continue to create art based on imagination and personal interpretations of varied themes related to their environment, activities, and events.

## **Media**

The media curriculum, which is based on national standards, builds a foundation for future library and media center use, nurtures an interest in reading, and develops the skills for students to become life-long learners. In order for the media program to be



effective, information skills are taught in conjunction with subject area benchmarks. This requires cooperative planning between classroom teachers and media specialists. Students visit the media center weekly as a class group. Additionally, they may visit independently or in small groups. A media specialist is available to instruct and assist students during their visits to the media center.

At the second grade level, students expand their knowledge of the following:

- Media Center's Everybody, Fiction, and Non-Fiction sections
- The Dewey Decimal System, which places nonfiction books in numerical order and groups them by subject
- An online cataloging system allows searching by title, author, subject, and keyword
- Parts of a book such as spine, barcode, and table of contents
- Copyright and recognize the symbol for copyright
- Roles of authors and illustrators
- Recognize that stories are told via pictures, characters and words, and can be based on opinions or facts
- Independent reading to include chapter books and an increasing number of nonfiction
- Enjoy stories, songs and book-related social interactions at the media center

Second graders are encouraged to enjoy, value, and embrace books and reading

## Technology

The Lake Orion Elementary Technology Curriculum is based on the Michigan Educational Technology Standards for Students (METS). These standards are embedded in the Lake Orion curriculum and are introduced, reinforced, or mastered by students throughout their elementary educational experience. Lake Orion educators use the technology standards as guidelines when integrating technology into the curriculum. To be effective, technology skills are taught in conjunction with subject area benchmarks in every discipline across the curriculum and result in a technologically literate individual. Media Specialists and classroom teachers work cooperatively to structure the learning environment and educate students in the tools of their time.



## Music

The music curriculum is based on the National and Michigan standards and builds a foundation for creative thinking, problem solving, and lifelong learning in music and other disciplines. Music is a unique way of knowing the world. It is a vehicle for personal expression, common to all cultures, and a doorway into understanding cultural diversity.

The nature of musical learning is such that musical understanding is developed and assessed through listening, creating, and performing. Musical thinking supports and connects to other ways of thinking. It is fundamental to developing the whole learner. Musical learning provides students with the opportunity to experience the aesthetic value of music. Everyone has the ability, and therefore, the right to learn and understand music.

Participation in music education fosters ability, positive self-image, personal and group interaction, cooperative learning, personal growth and development, and a sense of accomplishment.

At the second grade level, students continue to explore the musical elements of pitch, rhythm, melody, tempo, dynamics, and timbre and become more proficient in their use. Students demonstrate their understanding through movement, singing, playing instruments, verbal description, and reading iconic. Students learn to perform simple rhythmic patterns and to identify and perform melodic intervals. Students are given the opportunity to create music based on the musical elements they have learned.

## Physical Education

The Physical Education program in Lake Orion is designed in accordance with the Michigan Benchmarks and Standards. Our curriculum provides students with the knowledge, skills, fitness, and attitudes necessary to lead a healthy lifestyle. Below you will find a brief overview of what your child will be exposed to during their K-5 career.

- Demonstrate appropriate form of walking, running, horizontal jumping, vertical jumping, skipping, hopping, galloping, sliding and leaping
- Demonstrate appropriate form of underhand throwing, overhand throwing, catching, hand dribbling, foot dribbling, kicking, and striking (batting)



- Demonstrate the ability to bend, stretch, rock, roll, curl, twist, turn, push, pull, swing, sway, and land
- Demonstrate selected fundamental rhythmical skills i.e., clapping while walking
- Demonstrate selected combinations of locomotor, object control, non-locomotor and body control, and rhythmical skills
- Participate successfully in selected health-enhancing, lifelong physical activities and develop working knowledge of the effects of physical activity on the body
- Develop and maintain healthy levels of cardiorespiratory endurance
- Develop and maintain healthy levels of muscular strength and endurance
- Develop and maintain healthy levels of flexibility of selected joints of the body
- Develop and maintain healthy levels of body compositions
- Apply the concepts of body awareness, time, space, direction, and force to movement
- Explain and apply the essential steps in learning motor skills
- Apply appropriate rules and strategies when participating in physical activities
- Describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health-related fitness
- Demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.
- Value physical activity and its contribution to lifelong health and well being

### Social Emotional Learning (SEL)

The social emotional learning is based on the CASEL framework. Social and emotional learning is an integral part of education and human development. Students are exposed to CASEL's core competence areas:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making

