

# Grade 2 Level Benchmarks continued

## Library/Information Technology

In grade two students will enhance their previously learned library skills and develop new skills that can assist them in classroom work and in the public library setting.

### **Expectations for students:**

- identify various parts of books including title page, author, illustrator and table of contents
- be introduced to basic reference materials including dictionaries, encyclopedias, and atlases
- learn how to locate materials in the media center collection using OPAC (Online Public Access Catalog)
- use alphabetical order to locate materials in the media center
- locate chapter fiction books, picture books, non-fiction books and magazines
- participate in book discussions and interpret information
- learn about other cultures by reading folktales and non-fiction from other countries
- compare and contrast similar folktales and fairytales
- become familiar with the basic arrangement of the non-fiction collection and exposure to selections in each Dewey Decimal class

## Art

The children will be introduced to a wide variety of materials, techniques, and equipment. They will also be exposed to the vocabulary of art. We study famous artists, careers, historical significance and aesthetics through the use of books, art reproductions and visual aids.

The following concepts will be covered:

- the elements of art
  - texture, shape, pattern
  - color, space, repetition nonpattern
  - line, balance
- the subject matter of art
  - landscape, still-life, nonobjective, illustration
  - seascape, human figure, abstract, 3 dimensional
  - interior, portrait, animals
- the skills of art
  - drawing, painting, printmaking, sculpting
  - weaving, stitching, pasting/ gluing
  - cutting, tearing, handbuilding in clay

## Music

The study of music is a vital part of our total education. Instruction will provide opportunities for children to enjoy themselves while engaging in various musical experiences. Music objectives focus on:

- **Singing** (pitch matching, vocal tone, rounds, canons, and simple ostinatos)
- **Movement** (action and dance movements to songs)
- **Playing Instruments** (variety of percussion)
- **Listening** (variety of styles and periods from classical to contemporary with emphasis on tempo, dynamics, instruments and rhythmic patterns)
- **Reading/Notation** (recognizing music symbols and rhythmic patterns)
- **Creating** (improvising and dramatizing to express music)

## Wellness

Our Physical Education and Health program is fully integrated and follows national and state standards. It provides sequential and progressive opportunities for the development of motor skills, physical fitness, team building and responsible decision-making. Students will recognize the benefits and see the value of physical activities and responsible decisions toward a healthful lifestyle.

The following concepts are reviewed and enhanced:

- Balancing and weight transfer
- Body and spatial awareness
- Chasing, dodging and fleeing
- Cooperation
- Disease prevention
  - o State of CT AIDS Program
- Dribbling with hands & feet
- Fitness
- Growth and development
- Jumping and landing
- Locomotor movements
- Nutrition
- Problem Solving
- Safety and accident prevention
- Social skills
- Striking
- Substance abuse prevention
- Throwing and catching
- Travel concepts—across, over, under, around, through



# 2012 - 2013 Regional School District #10 Grade Level Benchmarks *Experience and Expectations*

## Grade 2

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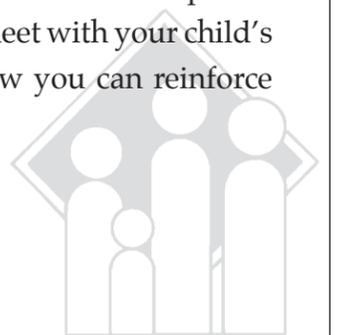
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Dear Parents,

This document provides you with a preview of the skills, knowledge, and concepts that are at the core of learning for this grade level. It also gives you a snapshot of what school life is like in Grade 2. "Benchmark" is a word used to identify target skills we seek to focus on and to develop in a particular year.

Teachers seek an active partnership with parents. Your involvement is critical to your child's success in school. Each teacher combines individual creativity with district wide goals. Different teaching strategies will be used in the instruction of these skills and concepts.

Please make opportunities to reinforce the skills developed in Grade 2 in your home. We invite you to meet with your child's teachers so that you will understand how you can reinforce what is taught in your child's classroom.



# Grade 2 Level Benchmarks

## Typical Day

A second grader's day incorporates each of the main subject areas, however, topics or themes from one area may be integrated across all subject areas. A routine day usually consists of a language arts block. This includes process writing, reading, spelling, listening and speaking. The day also consists of math and social studies or science. In addition, children attend music, art, physical education and library classes each week. Each class also has the opportunity for computer lab time. There is a supervised recess time every day. Each classroom operates on its own individual time schedule. Please contact the teacher for the specific times and routines of the week.



## Language Arts Philosophy

Communication is essential to lifelong learning and successful participation in today's world. Since reading, writing, speaking, listening and viewing are keys to thinking and learning, instruction in the language arts is integrated into all disciplines. Lessons build upon prior knowledge and skill development, progressing from mastery of simple concepts of print to understanding the structure and meaning of language.

In addition, students need to be immersed in language throughout their day. Therefore, teachers, as well as administrators, media specialists, and - most importantly - parents, must provide opportunities for children to become literate. As students progress through the grades, these experiences with language help them reach the goal of becoming independent thinkers and learners.

Learning to read and write is a developmental process. Parents will observe second grade students at different stages and rates of learning as they move from beginning to more advanced readers and writers. Reading and writing throughout the day fosters growth and enthusiasm. Second graders also need us to read to them daily and to see us read and write regularly, too.

## Speaking and Listening

### Expectations for students:

- listen to literature
- listen to the ideas of others
- use information presented orally
- contribute relevant ideas to a discussion

## Reading

Reading instruction is done in a variety of ways. The children work in large groups, small flexible groups, and read teacher-selected and self-selected materials. They read books, magazines, poetry and other materials to meet their individual reading goals. Students move from being guided by the teacher to becoming independent readers.

### Expectations for students:

- use a variety of reading strategies
- read a variety of text with fluency
- understand and use new vocabulary
- read with understanding
- make predictions and verify them from the text
- recall main idea, details and sequence
- read independently
- respond in writing to what they are reading
- make oral and written connections to text

## Writing

Writing is a process which includes pre-writing, drafting, revising, editing and publishing. Spelling skills, as well as grammar and punctuation, are emphasized in the editing stage of this process.

### Expectations for students:

- initiate his/her own writing
- understand the writing process
- demonstrate an awareness of story structure in fiction writing
- write nonfiction in a logical sequence
- use support and elaboration when writing
- apply the conventions of grammar, capitalization, punctuation and spelling at the appropriate level
- begin to recognize techniques used by good writers

## Math

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; and (4) describing and analyzing shapes.

1. Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).
2. Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.
3. Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.
4. Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades. (Common Core of State Standards, pg. 17)

## Homework

Teachers assign homework for a variety of purposes: to practice and reinforce skills, extend and apply previously learned skills, prepare for a lesson yet to be presented, integrate skills and establish responsibility. Students are expected to spend 20 minutes, three or four times a week on homework, including routinely reading for pleasure and occasionally completing or correcting classwork. In addition, students are expected to complete and return weekly activity logs, working towards our goal for all students to get at least 60 minutes of physical activity daily.

## Social Studies

Second grade students study the features of their neighborhood and community in more detail and learn about a Connecticut urban community. They will learn about the history of their community and examine its present day characteristics. Students will learn about the characteristics and key roles in local government as they deepen their understanding of concepts such as authority, justice and responsibility.

This unit of study serves as a basis for studying rural, urban, and suburban communities in Connecticut. Community study will be done from a variety of perspectives including geographic, socio-economic, historical, civic, and ethnic/cultural.

### Students will:

- Identify locations on a basic map, write directions for going from one location to another and use directional indicators to describe locations on a map.
- Define a community.
- Know the basic features of their rural community (Burlington and Harwinton).
- Investigate the history of Burlington and Harwinton.
- Know that each town, Burlington and Harwinton, has a governing body that makes laws and provides services.
- Know that through work, people in communities earn income to help meet their needs and wants.
- Study a Connecticut urban community, and:
  - Know the history and basic features of that city
  - Learn about the city government and the laws and services it provides.
  - Know the important economic features of an urban community
- Compare/contrast the features of a Connecticut community to those of rural communities (Harwinton and Burlington).

## Science

Young children are naturally curious and eager to investigate science ideas. They learn best when given opportunities to explore familiar materials, then share and compare their ideas with others. Students will use science, language arts and mathematics tools and skills to observe, predict, record, describe and compare natural phenomena.

### Concepts explored:

- Forces & Motion - Astronomy:
  - The sun can be seen only in the daytime, but the moon can be seen sometimes at night and sometimes during the day.
  - The sun, moon, and stars all appear to move slowly across the sky.
  - An object's motion can be described by tracing and measuring its position over time.
- Plant Growth & Development:
  - Plants follow a life cycle that includes seed germination, plant growth and seed production
  - Plants have basic needs for survival
  - Flowering plants must be pollinated to produce seeds
  - Insects are important for pollinating plants
  - One seed produces one plant; one plant can produce many seeds
- Soils:
  - Can be classified by their properties
  - Over time, dead organisms return their nutrients to the soil
- Changes:
  - Substances can change in appearance yet remain the same substance
  - Some changes in matter are reversible and some are not
  - Mixtures can be separated by their physical properties