

**GRADE 2 D. LOKUTA**  
**FIRST QUARTER**  
**2015-2016**

**PHONICS** - Modern Curriculum Press is the series that we use. The first two units are a review of what was taught in Kindergarten and first grade. I will also use the F.A.S.T. board to reinforce the letter sounds.

Unit 1 Initial, Medial, Final Consonants

Students will-

-Distinguish consonant sounds in any position

Unit 2 Short Vowels a, e, i, o, u

Students will-

-Identify short vowel sounds

**SPELLING**- SpellingCity.com is the website that we use. Each week, twelve new spelling words (plus 3-4 bonus words) are introduced and students will take a final test on Fridays. Each weekly lesson includes practice writing the words, strategic spelling, proofreading skills and vocabulary building skills.

Students will spell-

Unit 1 Words with c, k, & ck

Words beginning with br, gr, st, & sw

Words ending with mp, nd, nt, sk, & st

Unit 2 (1/2) Words with short vowels a, e, i, o, & u.

**HANDWRITING** - Scott Foresman D'Nealian Handwriting is the series that we use. Units 1 and 2 are a review of letter formation that was introduced in kindergarten and developed in first grade.

Unit 1 Positions, Size, Slant

Students will -

Unit 2 (1/2) Write manuscript letters: aA, dD, oO, gG, cC, eE, sS, fF, bB, lL, tT, hH, & kK

**READING**- Many of the skills in reading are developed from the past skills acquired in kindergarten and first grade. Oral reading skills are further developed so that students read with fluency.

Book 1 New Beginnings - Scott Foresman Reading

Unit 1 "You + Me = Special"

Students will -

- predict outcomes
- determine author's purpose
- name the setting
- describe characters
- draw conclusions
- identify short vowels a, i, e, o, u
- identify initial l, r, & s blends
- identify long vowel e: ea, ee, y
- identify final consonant blends
- identify initial consonant digraphs
- identify final consonant digraphs
- add inflected ending -ed to show past tense

Unit 2 (1/2) "Zoom In"

Students will -

- compare and contrast
- order steps in a process
- identify long vowel a: ai, ay
- use inflected endings -s, -es, -ing
- identify long vowel i: i, igh, y, ie
- spell r-controlled er, ir, ur words
- use plurals -s, -es

**MATH-** Our math series is enVision Math. enVision Math follows the Common Core and I will also be supplementing skills not in the Common Core.

Topic 1 Understanding Addition and Subtraction

Students will-

- write addition and subtraction number sentences
- read stories about joining, separating and comparing
- connect addition and subtraction

Topic 2 Addition Strategies

Students will-

- add with 0, 1, and 2
- add doubles
- add near doubles
- add in any order
- add three numbers
- make 10 to add

Topic 3 Subtraction Strategies

Students will-

- subtract with 0, 1, 2
- think addition to subtract doubles
- think addition to 10 to subtract
- think addition to 18 to subtract
- make 10 to subtract

Topic 4 Working with Equal Groups

Students will-

- repeat addition
- build arrays

Topic 5 Place Value to 100

Students will-

- model for tens and ones
- read and write numbers
- use symbols to compare numbers
- count to 100
- add 10 more or 10 less
- name even and odd number

**RELIGION-** Blest Are We is the series we use. In Unit 2, we will begin learning about Reconciliation. Students will be given a copy of the Prayer of Sorrow which needs to be memorized. We will recite the prayer every morning. First Reconciliation will be at the end of January. During this quarter, the students will begin working on a Mass booklet, which goes through the order of the Mass.

Unit 1        *We Gather as Believers*  
-Our church welcomes us  
-We belong to the church  
-Our church shows us how to live  
-We praise and thank God

Unit 2        *We Ask God's Forgiveness*  
-We can choose what is good  
-We celebrate God's forgiveness  
-We think about our choices  
-We say we are sorry

**ENGLISH-** Our English series is called Harcourt Language. In the 1<sup>st</sup> quarter we will learn all about sentences. Students will also write in a daily journal.

Unit 1        *Grammar: All About Sentences*

Chapter 1: Sentences

Students will-

- learn what a sentence is
- arrange words in order in a sentence
- make capitals at the beginning and ending marks in a sentence

Chapter 2: Parts of a Sentence

Students will-

- name the parts of a sentence
- learn what the naming parts and telling parts of a sentence are
- combine parts of sentences

Chapter 3: Writer's Craft: Developing Ideas and Topics

Students will-

- write sentences about a picture

#### Chapter 4: Statements and Questions

Students will-

- identify different kinds of sentences
- write statements and questions
- join sentences that go together

#### Chapter 5: Exclamations and Commands

Students will-

- learn more kinds of sentences
- identify exclamation and commands
- write different kinds of sentences

#### Chapter 6: Writing Workshop: Personal Story

Students will-

- write a personal story

#### Unit 2 Grammar: All About Nouns

##### Chapter 7: Nouns

Students will-

- name what a noun is
- give examples of nouns for people, places, animals, and things
- use possessive nouns

##### Chapter 8: Plural Nouns

Students will-

- identify nouns that name more than one
- make nouns plural
- make plural nouns that change their spelling

##### Chapter 9: Writer's Craft: Adding Details

Students will-

- write a thank-you note

**SCIENCE**- I will be using a Big Book version of our science series, Scott Foresman Science. (I teach this book out of order because the first unit is plant life and I like to teach that in the spring.)

Unit C      Physical Science

Chapter 8: Properties of Matter

Students will-

- explain what matter is
- name the states of matter: solids, liquids, gases
- give examples of solids, liquids, gases
- name the different ways that matter can change
- recognize what a mixture is
- understand how heating and cooling matter can change it

Chapter 9: Energy

Students will-

- understand that the sun gives us heat and light
- explain what energy is
- name different heat sources
- explain how living things use energy
- understand that food gives us energy
- explain how light moves
- name different light sources

Chapter 10: Forces and Motion

Students will-

- demonstrate motion
- demonstrate force
- understand what gravity is
- know that work is force and motion together
- know that the amount and direction of the force exerted on an object will determine how much the object will move
- demonstrate friction
- know simple machines and how they work
- name animal body parts that are simple machines
- understand that objects can be pushed or pulled with magnets
- name what a magnet can attract

## Chapter 11: Sound

Students will-

- understand what it means to vibrate
- describe loudness
- demonstrate high or low pitch
- understand how sound travels through solids, liquids, gases
- demonstrate different vibrations that are heard

**SOCIAL STUDIES**- I will be using a Big Book version of our social studies series, Harcourt Social Studies. Students will be required to pay for a subscription to Time For Kids magazine, which we will read in class.

### Unit 1      Governing the People

#### 1. Citizens in a community

Students will-

- explain citizens' rights and responsibilities at home, at school, and in the community
- recognize the need for rules and laws
- identify the consequences of breaking rules and laws

#### 2. Government for the people

Students will-

- identify and describe functions of government
- understand how government works to help citizens through services paid for by taxes

### Project- Building a Community

Students will bring in a box to decorate to represent a business, store, government service (police, fire, and city hall), church, or school that would be in a community.

The boxes are arranged on a large piece of bulletin board paper, to look like a business community.

#### 3. Our leaders

Students will-

- describe why we need leaders
- explain how citizens choose leaders
- describe the voting process
- explain majority rule
- participate in a simulated election

#### 4. Our country's government

Students will-

- describe the three branches of government and explain their function
- identify the Constitution as the defining document for our country's government
- brainstorm ways that citizens could work together to solve a community problem

#### 5. Community and state governments

Students will-

- identify the structure of local and state governments
- compare local and state governments to our nation's government
- use a map title and map key to locate information
- create a map with a key and borders
- locate the White House on a map of Washington, D.C.
- know that the White House is the residence and workplace of our President of the United States

### Unit 2 (1/2)            The World Around Us

#### 1. Maps and locations

Students will-

- compare and contrast absolute and relative location
- define and describe a place by its absolute and relative location
- locate children's school, community, state, and country on a map
- recognize that a map grid is a tool to find the absolute location of a place on a map
- use a map grid to locate places on a map

#### Project- Where We Live

Students will cut out different sizes of circles. Each circle will represent our Earth, our continent, our country, our state, our city, and their home. Hole punch at the top and put together with a spilt ring.

#### 2. North America

Students will-

- identify the countries of North America
- identify landforms and bodies of water in North America
- define region
- use a map key and symbols to identify landforms and bodies of water on a map