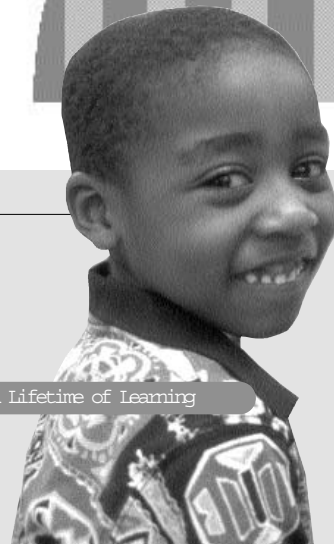


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STAMFORD PUBLIC SCHOOLS

# The 2<sup>nd</sup> Grade Curriculum

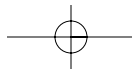
A P A R E N T S   G U I D E

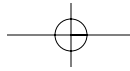


A Lifetime of Learning

## INSIDE

- > What your child will learn this school year.
- > Curriculum information.
- > Ways to support your child's learning.





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STAMFORD PUBLIC SCHOOLS

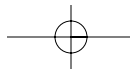
Dear Parents,

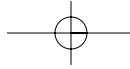
What will my child learn in second grade? It is a question you've no doubt asked, out of plain curiosity and the genuine desire to support your child through countless homework assignments and projects. Knowing what units of study are coming up can give you the big picture you're looking for, as well as the opportunity for enriching family conversations and experiences.

The Stamford Public Schools has prepared this Parent Curriculum Guide as a helpful resource for you. Our curriculum meets state and national standards in every subject and at every grade level, while also encouraging creativity and flexibility. Our teachers look forward to being your partners in developing your child's strengths and in responding to his or her specific needs and interests. That cooperative approach helps students truly enjoy school and lights the spark for a life-



Dr. Anthony L. Mazullo

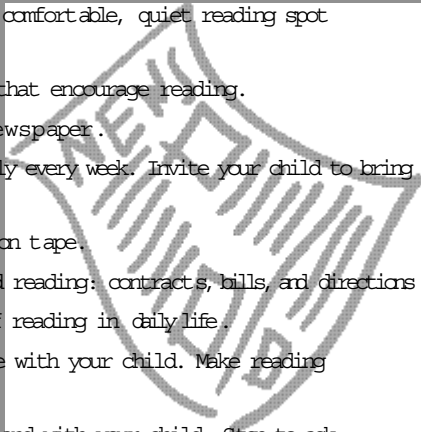




## How to Hints

### Help Your Child Build Reading Skills

- Create a print-rich home with books, magazines, and newspapers and read and discuss them with your child.
- Help your child create a comfortable, quiet reading spot with good lighting.
- Develop family routines that encourage reading.
- Read and discuss the newspaper.
- Visit the library as a family every week. Invite your child to bring a friend along.
- Listen together to books on tape.
- Show your child household reading: contracts, bills, and directions.
- Discuss the usefulness of reading in daily life.
- Have a daily reading time with your child. Make reading a special time.
- Read aloud to your child and with your child. Stop to ask simple and thought-provoking questions.
- Visit book stores together. Let your child select a book s/he likes.
- Find out your child's reading interests. Share yours. Suggest new books by a favorite author.
- Read a book that is coming out as a movie. See the movie together and compare it with the book.
- If something interests your child, help him/her research it on the Internet at home or at the library.
- When you see your child reading, pick up a book or magazine and join him/her.
- Give books as gifts.
- Bring a book to read aloud to the class for your child's birthday.
- Let your child see you read. Talk about what you read.
- Let your child see you look up new words in a dictionary and interesting topics on the Internet.
- Reading and writing go hand-in-hand. Encourage your child to write: e-mails, letters, journals, stories, and poems.



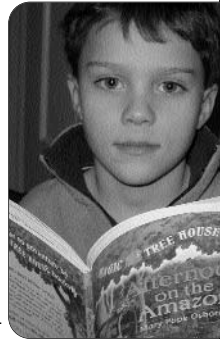
## READING

The Grade Two reading curriculum emphasizes the ability to understand and interpret written stories, magazine articles, and textbooks.

### Comprehension Part 1

#### Initial Understanding

- Understand stories, magazine articles, and textbooks
- Retell the main points of a story
- Determine the main idea in informational writing
- Determine the author's message or theme
- Identify story elements such as characters, setting, problem, and solution
- Retell stories read by giving the beginning, middle, and ending of a story in the order in which they happen, while explaining who the main characters

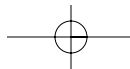


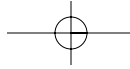
By the end of second grade, students should be able to suggest reasons why the author might have included particular events in a story.

### Comprehension Part 2

#### Developing an Interpretation

- Make connections between a story or factual text and one's own experiences
- Understand the organizational pattern of a story (for example, beginning, middle, and ending)
- Follow the organizational pattern of a factual book (for example, understand that the author is giving the steps to follow when reading how to do a science experiment)
- Suggest reasons why an author might have included particular events in a story
- Point out the parts of a story that show what a character is like or what a story means





Comprehension Part 3

Taking a Critical Stance

Make a judgment about the quality of a story (for example, I think the story is better than the first one in the series because... )

Use information from the story and from one's own experience

to make predictions about what might happen next in a story

Determine what might happen as a result of information presented in a factual book

Recognize when an author is using a special literary tool such as a

figure of speech, rhythm, or rhyme in a poem

Evaluate the importance of information in a story or

Reading Strategies

Use graphic organizers (charts, lists, diagrams) to improve understanding

Interpret pictures, tables, and graphs

Know when something would be better understood if a particular question were answered

Slow down during difficult and important parts, speed up during easy and less important parts, and know when to

Word Identification

Recognize individual words and their meanings by using comparisons to known words

Use context clues to determine meaning by looking at the sentence a word is in and the sentences around it to decide

what word makes sense

Recognize high frequency words when reading

Recognize sight words when reading

Apply decoding skills reading in context

Understand, while reading, the meaning of words already studied

WRITING

The Grade Two writing curriculum emphasizes the composing of stories, poems, and informational writing to tell a tale, express a feeling, or explain an idea.

Expressing Ideas

- Write stories that are sequenced
- Write poems that have a message
- Write informational pieces that explain a point

Using a Writing Process

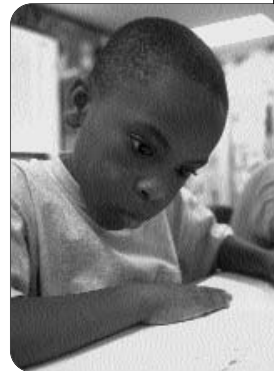
- Plan for writing (gather ideas and decide on a type of writing)
- Compose the writing (put ideas on paper)
- Shape the writing (add, expand on, delete, and organize ideas)

Different Types of Writing

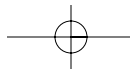
- Letter writing
- Narrative stories
- Poetry
- Book reviews
- Informative writing

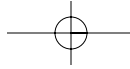
Editing

- Apply editing conventions to own writing
- Use complete sentences
- Use capitalization for the pronoun I, names, holidays, groups, months, days, and letter opening and closing
- Spell grade level words correctly in final drafts



Second graders explore different kinds of writing including book reviews, letters, and poetry.





Use punctuation, including periods, question marks, exclamation marks, and commas (after the close of a letter, in a series, in a date) correctly

ORAL LANGUAGE

The Grade Three oral language curriculum emphasizes communicating clearly, working cooperatively, and listening attentively to learn.

Communicating

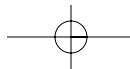
- Speak clearly
- Focus on speaker
- Relate experiences and interests
- Engage in conversation with classmates and adults
- Communicate a simple message clearly

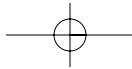


How to Hints

Help Your Child Build Math Skills

- Make math important. Regardless of your own experience with math, encourage your child to develop a love of math by discussing his or her homework each day and helping with school projects
- Make math fun. Play simple board games and puzzles with your child they encourage positive attitudes and strong math skills.
- Mix in math. The kitchen is a great place to teach fractions like doubling and dividing cookie recipes.
- Use real world examples to teach math. Point out ways that people use math to pay bills, balance checkbooks, make change, and tip at restaurants. Ask older children to use math to figure out how to lay out a garden, build a bookshelf, or calculate gas mileage.
- Tune into technology. Encourage your child to use computers and the Internet for tasks like developing charts, graphs, maps, and spreadsheets
- Stay informed. Familiarize yourself with specific academic standards that children are required to meet at each grade level.
- Be a champion for challenge. Support a challenging math curriculum and seek out math enrichment activities like Family Math and Science Nights
- Encourage advanced courses. By mastering geometry and algebra by ninth grade, your child will be able to take higher levels of math necessary for admission to college and for an increasing number of jobs.
- Prepare your child for a profession. Have your child meet people in a variety of vocations that require a sound base in math, such as carpentry, landscaping, medicine, pharmacy, aeronautics, and meteorology, to name a few.
- Encourage your child to solve problems. Provide assistance, but let your child figure things out him/herself. Problem solving is a lifetime skill.





MATH

The Stamford Public Schools mathematics curriculum reflects state and national standards of what students need to know and be able to do. It also is designed to help students understand that math is an important part of daily life and is the basis of many varied professions.

Number Sense

- Match sets 0-100 using pictures, words, and symbols
- Group objects into sets of 10 given no more than 20 objects
- Identify position of numbers on a number line
- Count by 1s, 2s, 3s, 5s, and 10s, odd and even numbers to 100
- Count by 100s
- Count backwards 50-0
- Create models, draw pictures, and write numerals to develop understanding of regrouping and renaming numbers 0-999
- Read, order, and compare whole numbers 0-999
- Identify numbers (less than 100) from pictures of manipulatives or base ten materials
- Rewrite numbers (less than 100) with regrouping using pictures of base ten materials
- Rewrite numbers (less than 100) using expanded notation
- Explore adding/subtracting one/two/ten, more/less than a number less than 100
- Use base ten materials to solve place value concepts one/two/ten, more/less than a number less than 100
- Solve problems involving place value concepts one/ten, more/less than a number less than 100

Develop and use a variety of estimation strategies, includ-

- Use appropriate language for comparing numbers and sets (e.g., as many as, more, fewer, equal, and unequal)
- Use ordinal terminology, first - hundredth
- Identify, compare, and divide wholes into fractional parts (1/2, 1/3, 1/4, 1/8)
- Identify, label, and construct fractional parts of regions and sets and understand their relationship to the whole
- Demonstrate the understanding of the meaning of the numbers in a fraction
- Use fractional symbols to represent parts of wholes and parts of sets of objects
- Match unit fractions with pictures of unit fractions
- Use concrete models and pictorial representations to develop an understanding of proportions (e.g., if 3 candies cost 5 cents, how many candies can you buy for 10 cents, 20 cents, etc.?)
- Recognize and state the value of all U. S. coins and the one dollar bill using

Patterns/Relationships

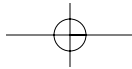
- Recognize, describe, copy, and extend simple linear patterns and explain in writing
- Recognize, describe, extend, and explain patterns involving geometric shapes
- Create more complex patterns using objects or whole numbers and state the rule
- Explore patterns and sequences using tables, graphs, and charts such as function tables and hundreds charts
- Use patterns and relationships to solve problems
- Extend, recognize, and describe patterns that exist in a variety of contexts, such as poetry, art, music, body movement,

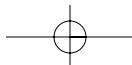
Operations/Computations/Problem Solving

- Match addition and subtraction fact number sentences with pictures
- Add three or more single-digit numbers
- Add and subtract multiples of five and ten
- Use objects and counting strategies to find addition facts



Students learn to make change from money amounts less than \$1.00.





Use objects and counting strategies to find subtraction facts

Demonstrate understanding of the inverse relationship between addition and subtraction

Use the concepts of equality and inequality of numbers and

number sentences

Apply the commutative property of addition (e.g.,  $2+3 = 3+2$ )

Explore adding/subtracting 1-, 2-, and 3-digit numbers

Add and subtract 1- and 2-digit numbers with and without regrouping

Write a number sentence to match a picture and vice versa

Write story problems from addition and subtraction

number sentences

Identify appropriate addition/subtraction operation

or number sentence to solve story problems

Determine data needed to solve story problems

Solve story problems with three addends

Determine data needed to solve story problems

Solve story problems containing extraneous information

Use the following strategies to solve problems:  
Act It Out, Draw a Picture, Guess and Check,

Look For a Pattern, Make a Table, and Make a List

Use manipulatives to model multiplication and division

Relate multiplication to repeated addition

Relate division to repeated subtraction

Demonstrate understanding of the inverse

relationship between multiplication and division

Understand the relationship between addition, subtraction, multiplication, and division

Explore multiplication and division fact strategies for 2 s, 3 s, 4 s, and 5 s

Write and complete multiplication and division sentences using arithmetic symbols ( $\times$ ,  $\div$ ,  $=$ )



Students develop the understanding of the relationship between addition, subtraction, multiplication and division.

### Measurement

Estimate and measure length and height using customary (inch, foot, yard) and metric (centimeter, meter) units

Estimate and measure length and height using non-standard units

Measure area of a plane figure with non-standard units

Compare the areas of two figures

Estimate and measure the perimeter of a polygon in inches

Estimate and investigate weight using customary (ounce, pound),

metric (kilogram, gram) and non-standard units

Estimate and measure capacity using customary (cup, pint, quart, half gallon, and gallon), metric

(liter) and non-standard units

Estimate, compare and order length, height, weight, and capacity using appropriate vocabulary (e.g., shorter/shortest, heavier/heaviest, and

more/most)

Solve problems involving measurement

Use varied terminology to tell time (e.g., half past, 4:30)

Tell time on the hour, half hour, quarter hour, and five and ten minute intervals using digital and analog clocks

Tell time to the nearest hour and nearest half hour using analog and digital clocks

Use calculators, clocks, and timelines to

### Geometry

Locate and describe objects by position (e.g., top/bottom, north/south, left/right)

Identify plane figures (circle, square, triangle, and rectangle)

Identify sides and corners of plane figures

Identify solid figures (cube, sphere, cylinder, cone, rectangular prism, and square pyramid)

Identify faces, edges, and corners of solid figures

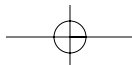
Use standard and non-standard units to estimate the length of

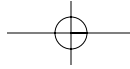
plane figures

Construct and copy polygons and solids using a variety of materials and compare their features

Identify and construct figures with one, or more than one,

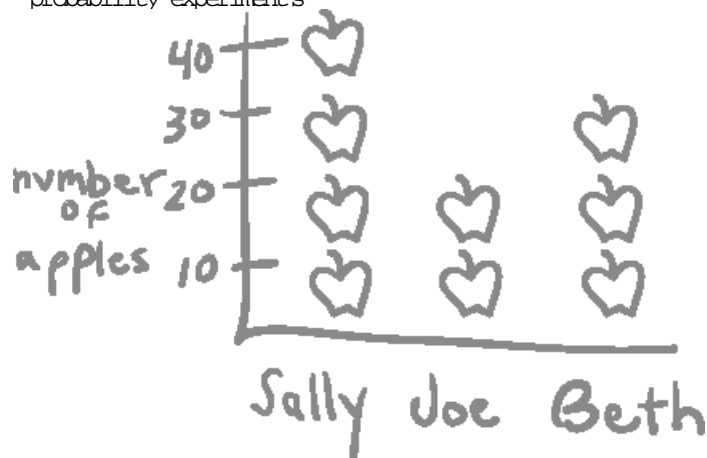
line of symmetry as well as a figures that do not





Data Analysis/Statistics/Probability

- Identify objects that are the same or different by one attribute
- Sort and classify objects by three or more attributes and explain the rule for each sort
- Interpret data from bar graphs, pictographs, and Venn diagrams
- Explore a variety of ways for systematically recording, organizing, and analyzing data
- Construct bar graphs, pictographs, and Venn diagrams by collecting, organizing, and interpreting information
- Create simple bar graphs and pictographs from data
- Read and interpret simple bar graphs, pictographs, and Venn diagrams
- Record and display data using charts and tables
- Read and interpret data from charts and tables
- Draw reasonable conclusions from tables, graphs, and charts
- Discuss the likelihood that various events will occur
- Predict, record, and verify data to show the results of probability experiments



SCIENCE

The science curriculum was developed to meet the goals and content objectives of the National Science Education Standards. The curriculum is divided into three standards-based strands: Life Science, Earth and Space Science, and Physical Science.

Life Science

How do plants grow and change? Identify sunlight, air, nutrients, and water as things plants need to grow, observe and describe ways a plant may be affected by its environment

How are plants alike and different? Observe plants to determine how they are alike and different; identify plants that can be alike and different in different places

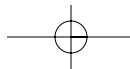
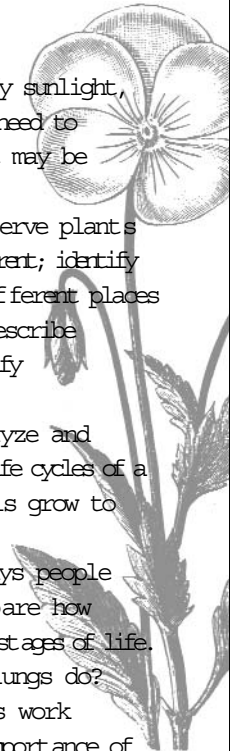
How are animals alike and different? Describe how animals are alike and different; identify characteristics for classifying animals

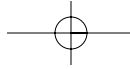
What are some animal life cycles? Analyze and describe the sequence of events of the life cycles of a bird and a mammal; recognize that animals grow to resemble their parents

How will I grow? Describe the many ways people grow and change during their lives; compare how people are alike and different at different stages of life. What do my bones, muscles, heart, and lungs do?

Understand how the bones and muscles work together to move the body; explain the importance of exercise and healthful foods to keep bones and muscles healthy; describe how the heart and lungs work together to carry oxygen to all the body parts; understand that exercise makes the heart and lungs stronger and healthier

How do I digest food? Describe the process of diges-





Earth and Space

What are stars and planets? Identify and compare stars and planets; identify a group of stars as a constellation

What causes day and night? Identify characteristics of the sun; compare day and night; describe how they occur

What causes seasons? Describe how the earth orbits the sun; identify the causes of seasons on earth

How does the moon move and change? Demonstrate how the reflection of the sun's light enables us to see the moon; explain how sunlight and the moon's orbit around earth make the moon appear to change shape

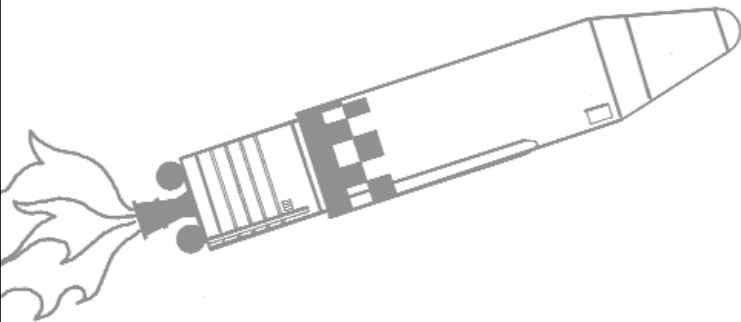
How does weather change and what is the water cycle? Identify ways the weather can change from day to day; recognize how the weather changes from season to season; explain how water gets

Physical Science

What are forces? Recognize a force as something that pushes or pulls on an object to make it move and identify that a force is used to change the location of an object and the direction it is moving in

How do magnets work? Describe which poles of magnets attract and repel each other and give examples of ways magnets are used

How can we measure motion? Recognize that weight,

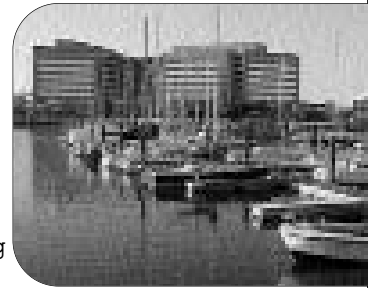


SOCIAL STUDIES

The Stamford Public Schools social studies curriculum prepares students to take an active role in the affairs of their local, state, and national community. The social studies program emphasizes decision-making, research, analysis and evaluation of graphic and textual information, cooperative group interaction, and presentation skills to help students learn about themselves and the interdependence of their families, culture, nation, and the world.

City of Stamford

- Geography
- Types of transportation
- Commerce and industry
- Seasonal changes
- Products and goods
- Recreation, food, and housing
- Cultural contributions

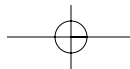


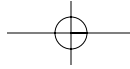
State of Connecticut

- Geography, major cities
- Types of transportation
- Commerce and industry
- Seasonal changes
- Products and goods
- Recreation, food, and housing
- C

Six Regions of the USA

- Geography, major cities
- Types of transportation
- Commerce and industry
- Seasonal changes
- Products and goods
- Recreation, food, and housing





## VISUAL ARTS

The basic elements and principles of design (drawing, painting, printmaking, sculpture, and crafts) form the basis of the units studied in the elementary grades. Students achieve a level of understanding and skill that will prepare them for lifelong enjoyment and involvement in the visual arts

### Media, Techniques, and Processes

- Differentiate between a variety of media, techniques, and processes
- Describe how different media, techniques, and processes cause different effects and personal responses
- Use different media, techniques, and processes to communicate

### Elements and Organizational Principles of Art

- Use art media and tools in a safe and responsible manner
- Identify the many ways visual characteristics are used to convey ideas
- Describe how different expressive features and ways of organizing them, cause different responses
- Use the elements of art and principles of design to communicate ideas

### Subject Matter, Symbols, and Ideas

- Discuss a variety of sources for art
- Select and use subject matter, symbols, and ideas to communicate meaning

Second graders identify the many ways visual characteristics are used to convey ideas.



### The Visual Arts in Relation to History and Cultures

- Recognize that the visual arts have a history and variety of cultural purposes and meanings
- Identify specific works of art as belonging to particular styles, cultures, times, and places
- Create art work that demonstrates understanding of how history

### Interpreting and Evaluating Art Work

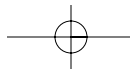
- Identify various purposes for creating works of art
- Describe visual characteristics of works of art using visual arts terminology
- Recognize that there are different responses to specific works of art
- Describe their personal responses to specific works of art using visual arts terminology
- Identify possible

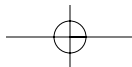


improvements in the

### The Visual Arts in Connection to Other Disciplines and Daily Life

- Identify connections between characteristics of the visual arts and other disciplines
- Identify connections between the visual arts and other disciplines in the curriculum
- Describe how the visual arts are combined with other arts in multimedia work
- Demonstrate understanding of how the visual arts are used in the





## MUSIC

The Stamford Public Schools music curriculum provides opportunities for students to develop their abilities in keeping with state and national content standards. Areas of study include vocal performance, music reading and notation, listening, creating, movement, and history and culture.

### Singing

Sing alone and with others a variety of songs, learning about and developing vocal technique

### Playing An Instrument

Play on appropriate pitched and non-pitched instruments, learning about and developing fundamental techniques

### Music Appreciation

Listen and respond to a variety of musical styles, understanding

### Creating Music

Improvise and create music with voices and instruments

### Responding To Music

Respond to music through movement, games, and dances  
 Respond to music of various cultures  
 Explore and experience connections between music and other subjects



## PHYSICAL EDUCATION

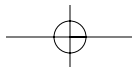
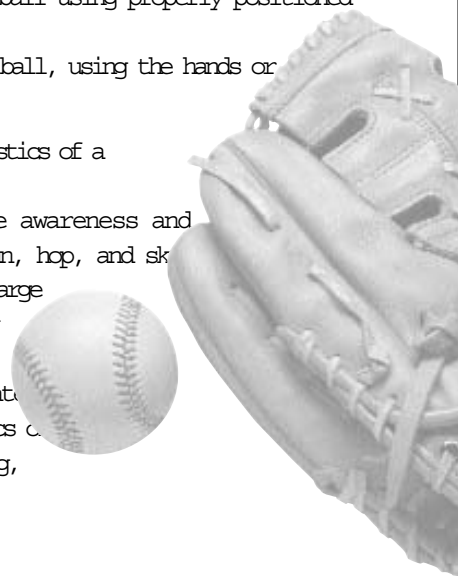
Students will become competent in a variety of physical activities. They will understand and apply principles of human movement to the learning and development of motor skills. Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression, and

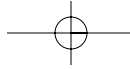
### Physical Activity

Skip, hop, gallop, and slide using mature motor patterns  
 Participate in a wide variety of activities that involve locomotor, non-locomotor, and the manipulation of various objects  
 Throw a ball hard demonstrating an overhand technique  
 Catch a gently thrown ball using properly positioned hands  
 Continuously dribble a ball, using the hands or

### Human Movement Control

Identify four characteristics of a mature throw  
 Use concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling  
 Identify and demonstrate the major characteristics of mature walking, running, hopping, and skipping





#### Fitness

- Experience and express pleasure from participation in physical activity
- Seek participation in gross motor activity of a moderate to vigorous nature
- Initiate participation in vigorous activity
- Identify those activities associated with health-related activities

#### Responsible Behavior

- Use equipment and space safely and properly
- Respond positively to an occasional reminder about a rule infraction
- Stop activity immediately at the signal to do so
- Invite a peer to take his or her turn at a piece of apparatus before repeating a turn

#### Respect for Differences

- Appreciate the benefits that accompany cooperation and sharing
- Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural, and ethnic origins

#### Benefits of Physical Activity

- Appreciate the benefits that accompany cooperation and sharing
- Accept the feelings resulting from challenges, successes, and failures in physical activity
- Demonstrate enjoyment while participating in physical activity
- Try new activities willingly

For more information about the 2nd grade curriculum, call:  
Mr. Sidney Abramowitz 203.977.4906 or  
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#### Credits

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