INFORMATION CENTER

Building on prior skills with the addition of:
- Locate fiction, non-fiction, easy reader and reference by call number and spine label
- Will be introduced to age appropriate reference materials
- Develop search strategies using Search Plus
- Will select books/other materials to meet informational needs
- Will use online databases for content area enrichment
- Will select books and other materials on appropriate reading and interest levels to support ELA standards and for independent pleasure reading
- Will define and use the following terms: author, title, illustrator, illustration, cover
- Continue age appropriate internet safety

INSTRUCTIONAL TECHNOLOGY
- Students understand the basic parts of a computer, standard keyboard functions and commands and navigate through menu options
- Logs into network with unique user name and password. Saves files to the network
- Visually represents or investigates concepts through concept mapping and/or graphing software (eg. Kidspiration, Graph Club)
- Uses writing software to write, edit and publish (eg. KidPix, Word, StoryBook Weaver)
- Uses drawing software to communicate language, math, social studies or science concepts (eg, KidPix Studio)
- Multimedia software demonstrations accompany subject related curriculum (BrainPop, United Streaming, SmartBoard)
- Exposed to digital tools/peripheral devices to enhance learning (eg digital cameras, SmartBoards, printers, microphones, scanners)
- Uses software to study, practice and individualized instruction (Millie’s Math House, Sammy’s Science House, Trudy’s Time and Place)

ART
- Echoes and plays short rhythm and melodic patterns
- Plays simple, varied rhythm instruments
- Recognizes eye and ear disorders
- Demonstrates four compositional concepts (horizontal vs. vertical, overlapping, near, far and balance) incorporating line and texture
- Experiments with and understand the use of color
- Participates in interdisciplinary projects

HEALTH
- Demonstrates knowledge of the structure and function of the ear and eye
- Recognizes positive ways of expressing emotions
- Incorporates personal health and hygiene into daily life
- Recognizes practices of disease prevention
- Recognizes fundamental motor skills and movement concepts
- Demonstrates knowledge of healthful nutritional choices
- Demonstrates knowledge of general safety
- Recognizes and differentiates between drug use and abuse
- Displays proper concert etiquette
- Discerns between healthy eating and unhealthy eating
- Recognizes the importance of exercise
- Recognizes safety concepts and rules
- Recognizes and differentiates between disease, injury and illness
- Recognizes positive ways of expressing emotions
- Recognizes the importance of exercise
- Recognizes the importance of physical activity
- Recognizes and differentiates between drug use and abuse
- Demonstrates positive social interaction during cooperative activities
- Participates in a wide variety of activities that involve locomotion, non-locomotion, and the manipulation of various objects
- Travels, changes speeds and directions in response to a variety of rhythms
- Demonstrates fundamental motor skills and movement concepts

THREE VILLAGE CENTRAL SCHOOL DISTRICT

Essentials of Learning
Grade Two

Only as high as I reach, can I grow;
Only as far as I seek, can I go;
Only as deep as I look, can I see;
Only as much as I dream, can I be.

~Anonymous

The mission of the Three Village Central School District, in concert with its families and community, is to provide an educational environment which will enable each student to achieve a high level of academic proficiency and to become a well-rounded individual who is an involved, responsible citizen.
What your children will be taught in Grade Two

This guide provides parents and guardians with an overview of the concepts and skills children will be taught in Language Arts, Mathematics, Social Studies, Science, Art, Health, Information Center, Music, and Physical Education over the course of the school year. As elementary teachers, we recognize that all children develop at different rates socially, emotionally, and academically. We celebrate diversity within our student body, we differentiate instruction and incorporate instructional strategies that will excite, motivate, and challenge all students to achieve their greatest potential. Our elementary program is supportive, nurturing, and provides students with numerous and varied learning experiences to achieve the Essentials of Learning.

**LANGUAGE ARTS**

**Reading**
- Uses background knowledge
- Uses cueing systems (meaning, structure, and visual information) to problem-solve text
- Demonstrates a substantial sight word vocabulary
- Uses self-monitoring strategies
- Reads with attention to sentence structure and punctuation
- Recognizes and uses organizational features of text
- Reads with fluency and expression from a variety of texts
- Demonstrates increasing confidence and independence as a reader
- Identifies main idea and details of a paragraph
- Identifies story elements: plots, characters, character traits, and setting
- Determines whether events, actions, characters, and settings are realistic
- Compares and contrasts character, plot, and setting between two literary works
- Makes both oral and written predictions, inferences, and conclusions about events and characters
- Evaluates the text by identifying author's purpose, important, and unimportant details
- Begins to use evidence from text to support ideas
- Identifies cultural influences in text and performances
- Participates in guided literature discussions
- Recognizes different literary genres
- Demonstrates an awareness of differences between fiction and nonfiction
- Reads and follows written directions
- Locates the name of the author, illustrator, title page, table of contents, index, and chapter headings
- Uses introductory dictionary skills

**Writing**
- Begins to plan, revise and edit work using the writing process
- Uses graphic organizers to plan writing
- Writes a story with a beginning, middle, and end
- Writes informational pieces with a central idea
- Begins to use explanations, examples, and reasons to support ideas
- Chooses topics that are personally significant
- Explores writing through a variety of genres: poetry, friendly letters, book reports, original stories, summaries, informational reports, etc.
- Continues to progress from developmental to conventional spelling
- Uses appropriate capitalization and ending punctuation
- Uses a variety of sentence structures

**Listening and Speaking**
- Listens in order to identify main idea and to sequence details
- Listens in order to interpret information using prior knowledge
- Listens respectfully and responsively
- Attends to a listening activity for an extended period of time
- Responds appropriately and respectfully
- Engages in conferences and conversations with peers and adults
- Speaks in grammatically correct sentences
- Demonstrates an ability to restate directions
- Understands age-appropriate literal and figurative language
- Respects age, gender, position, and cultural traditions of the audience
- Uses appropriate voice quality and establishes eye contact with the audience

**MATHEMATICS**

**Number Sense and Operations**
- Use place value manipulatives to represent numbers through 1000
- Count, identify, and write numbers 0-1000
- Identify and order place value through 1000
- Count back from 100 by 1’s, 5’s, and 10’s using number chart
- Skip counts by 2’s, 3’s, 4’s, 5’s, 10’s, 20’s for multiplication readiness
- Identify odd and even numbers
- Use the commutative property of addition
- Identify ordinal numbers first through thirty-first
- Use repeated addition to develop multiplication readiness
- Use repeated subtraction to develop division readiness
- Name the number before and after a given number, 1-100

**Number Sense and Operations (contd.)**
- Manipulate equal parts of a whole as a fraction (1/10, 1/8, 1/5, 1/4, 1/3, 1/2)
- Master basic addition and subtraction facts up to 18
- Use manipulatives to show how addition and subtraction are opposites
- Explain or illustrate strategies for computing whole numbers
- Combine and decompose two-digit numbers
- Explain or illustrate why a solution is correct

**Algebra**
- Recognize, describe, extend, and create patterns
- Use a variety of manipulative materials and technologies to explore patterns
- Use <, =, > to order and compare numbers up to 1000

**Geometry**
- Explore and develop relationships among two and three-dimensional geometric shapes
- Groups objects by like properties
- Draw pictures to represent problems
- Identify and name two-dimensional shapes: circle, square, rectangle, triangle
- Use manipulatives to explore symmetry
- Experiment with slides, flips and turns to compare two-dimensional shapes
- Use pattern blocks to recognize and identify shapes
- Use tangrams to create pictures

**Measurement**
- Select appropriate non-standard and standard measurement tools
- Choose units of length, weight, and volume
- Choose units of capacity
- Choose appropriate units of time
- Use non-standard units to measure length
- Use standard units to measure length
- Use non-standard units to measure weight
- Use standard units to measure weight
- Use non-standard units to measure capacity
- Use standard units to measure capacity
- Use non-standard units to measure time
- Use standard units to measure time
- Use non-standard units to measure money
- Use standard units to measure money
- Use non-standard units to measure temperature
- Use standard units to measure temperature
- Use non-standard units to measure area
- Use standard units to measure area
- Use non-standard units to measure volume
- Use standard units to measure volume

**SOCIAL STUDIES**

**Social**
- **Community Changes**
  - Compares rural, urban, and suburban communities
  - Compares and contrasts past and present communities on a local and global scale
- **Multicultural Awareness/And-bias**
  - Recognizes that communities in the future may be different in many ways
  - Recognizes family roles and responsibilities in communities change over time
  - Develops an acceptance and appreciation of differences within a community

**Political**
- **Citizenship and Civic Life**
  - Discusses current events
  - Understands the significance of the American flag
  - Recognizes people may have conflicts over rules, rights, and responsibilities
- **Government**
  - Understands that citizens participate in decision making problem solving, and conflict resolution
  - Understands that people within communities develop rules and laws to govern and protect their citizens
  - Understands that local communities elect leaders who make, enforce, and interpret rules and laws

**Economic**
- **Needs and Wants/Factors of Production**
  - Understands that communities provide facilities and services to help meet the needs and wants of people who live there
  - Understands people are producers and consumers of goods and services
  - Understands people must make choices about unlimited needs and wants due to limited natural resources
- **Economic Systems**
  - Understands communities collect taxes to provide services for public benefit
  - Understands how communities decide how to spend the taxes

**Geographic**
- **Places and Regions**
  - Locates and names oceans and continents using maps and globes
  - Defines basic map terms including compass rose, map key, equator, and North and South Polles
  - Recognizes basic geographic terms

**Historic**
- **Traditions**
  - Appreciates family, ethnic, and national celebrations and traditions
  - Understands the historic figures who have exemplified the principles of American democracy

*Updated August 2008*