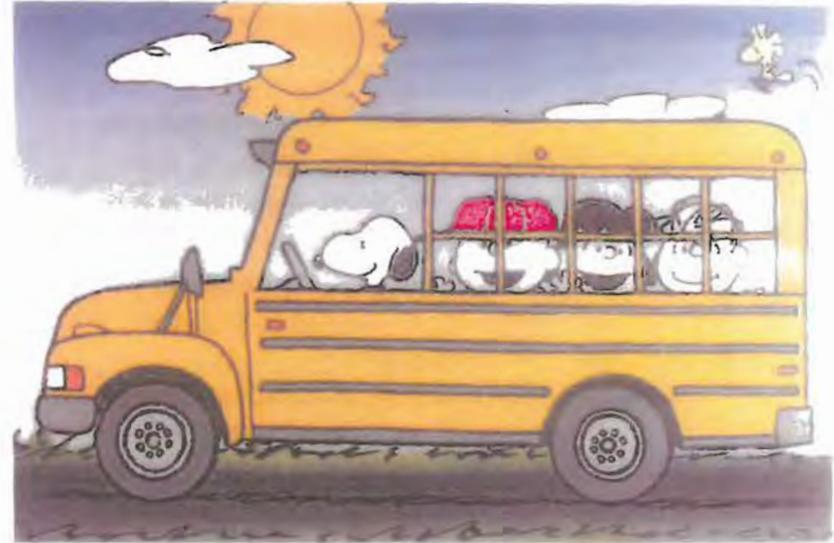


# Welcome to Second Grade

Butternut Elementary School  
312 West Wisconsin Street  
Butternut, Wisconsin 54514  
715-769-3434



**A parent preview of what you and your child  
can expect in Second Grade**

**(Please note, that this does not include everything your child  
will be learning.)**

*Teacher*

***Mrs. Brenda Setterman***

## **Some developmental characteristics displayed by typical seven-year old second graders**

- Are usually more serious, quieter, and less active than six year olds.
- Tend to be worried more often.
- Can be moody.
- Sometimes show their independence, such as wanting to try or do things by themselves, without teacher or peer help.
- Display more perseverance with a task.
- Can get fatigued easily and demand too much of self.
- Want to do things right.
- Show varying energy levels.
- Start to tell time and loves to have a wrist watch or schedule to help plan the day.
- Typically need 10-11 hours of sleep.
- Like to help with chores at home.
- Enjoy family outings.
- Tend to argue less with friends than six year olds.
- Like to play with friends, but also enjoy doing activities alone, such as reading, drawings, computers, puzzles, or watching TV.

## **Some developmental characteristics displayed by typical eight-year old second graders**

- Are outgoing, lively, and evaluative.
- Show a high level of energy and are willing to tackle almost anything, including the new and difficult.
- Tend to be less cautious than at age seven and can be prone to accidents.
- Sleep approximately 10 hours daily.
- Show a new characteristic-a judgmental, evaluative attitude. Now children begin to judge and consider what happens to them and are concerned about the "why" of events.
- Display enormous curiosity in nature, manufactured things, and people.
- Show increased self-confidence and maturity.
- Are friendly and cooperative. The peer group is the center of their life.
- Friendships tend to be closer.
- Generally enjoy and look forward to school for social and academic reasons.
- Really like table games, but still might not be able to lose gracefully.

## • **Second Grade Year End Goals:**

### **Mathematics**

- Solve problems using different strategies.
- Report mathematical findings in a variety of ways: charts, graphs, pictures, numbers, verbally and in writing.
- Develop and explain solutions to a logic problem with up to 3 variables.
- Sort objects or pictures; show relationships using graphs, charts.
- Create story problems.
- Add and subtract numbers to 100, estimate, solve.
- Estimate whether a group of objects is less than or greater than a given set.
- Learn to regroup in double-digit addition and subtraction.
- Identify and write three-digit numbers.
- Classify numbers as odd or even, explaining reasoning.
- Count by twos, fives, and tens.
- Build models of simple fractions.
- Write numbers to 1000.
- Make combinations of coins for amounts up to \$1.00 using pennies, nickels, dimes, and quarters.
- Measure lengths of given objects to the nearest centimeter or inch.
- Use written notation to indicate time.
- Read and write symbols for cents and dollar.
- Show relationships between coins of varying denominations.
- Solve story problems in a variety of ways.
- Use a calculator to explore repeated patterns in mathematical operations.
- Use symbols ( $-$ ,  $+$ ,  $=$ ,  $<$ ,  $>$ ) and words to demonstrate understanding of mathematical operation

## Reading and Language Arts

- Use reading strategies to decode words in context.
- Read at independent and instructional level to increase reading fluency and comprehension.
- Read up to 30 minutes silently during quiet reading time.
- Learn to read own directions and follow them carefully on seatwork.
- Read and understand fiction, nonfiction, and poetry using a variety of strategies.
- Write stories, letters, and information pieces; revise own writing at 2<sup>nd</sup> grade level.
- Adapt language for audience and purpose.
- Expand listening and speaking vocabulary.
- Demonstrate an understanding of language structure.
- Identify and use basic components of a computer system.
- Use technology as a tool to access, retrieve, and communicate information and ideas.
- Choose a simple topic and ask questions about it.
- Locate information for topics from books and non-print materials and available technology to answer questions.
- Write a simple report.
- Correctly identify parts of speech.

- Use correct sentence structure when writing.

Students will be using reading material at grade level and at their individual reading level in guided reading groups.

Students will use Daily Oral Language and Shurley English as part of their language arts program.

Students will use the STAR reading to assess progress.

Students will use Accelerated Reader to assess comprehension and earn prizes for reading.

# Social Studies

## SECOND GRADE STUDIES WEEKLY

### Scope and Sequence WEEKLY CURRICULUM MAP



#### AUGUST–SEPTEMBER

##### Week 1: Welcome to Second Grade

Students will learn about American symbols (e.g., the American Flag and the Bald Eagle) and the proper way to take care of the American flag. They will discuss the importance of being honest.

##### Week 2: Where is the United States?

Students will learn the locations of various places in our country. They will also learn ways to measure and describe distance.

##### Week 3: Rules and Responsibility

Students will extend and refine their knowledge of rules and the consequences of breaking them. They will learn that people in authority have limits on their authority.

##### Week 4: Good Citizens

Students learn some qualities of a good citizen and understand the benefits and consequences of fulfilling or not fulfilling their responsibilities. They will learn that privacy is a right guaranteed by the U.S. Constitution.

##### Week 5: History and Time

Students will learn that history tells the story of people and events from different times and places. They will also extend their knowledge of calendar time.

##### Week 6: Technology

The students will learn how to use technology in the media center and classroom. They will also learn about primary sources and how they help us learn about history.

#### OCTOBER–DECEMBER

##### Week 7: Explorers

Students will learn about world explorers (e.g., Christopher Columbus, Ponce de Leon, and Marco Polo) and U.S. explorers (e.g., Lewis and Clark, Sacagawea).

##### Week 8: North American Indian Nations

Students will learn that American Indians were the first inhabitants of North America. They will learn about American Indian culture.

##### Week 9: The Pilgrims Come to America

Students will learn about the Mayflower Compact and the hardships the Pilgrims suffered in America, including disease and scarcity. They will also learn how American Indians helped the Pilgrims survive.

##### Week 10: Changes in Communities

Students will explore ways the daily life of early colonists changed over time and how communities eventually became the cities and towns we live in today.

##### Week 11: Changes for American Indians

The students will learn about the impact of explorers and settlers on American Indians and how things changed as communities grew.

##### Week 12: Maps and Globes

Students will learn the purposes of and the differences between maps and globes. They will locate various places (e.g., North and South Poles) on a globe.

#### JANUARY–FEBRUARY

##### \*Week 13: Using Maps

Students will learn about types of maps. They will identify various locations in North America.

##### Week 14: Earth

The students will learn to identify the continents, oceans, equator, prime meridian, and North and South Poles. They will also learn about using good judgment to be a responsible citizen.

##### Week 15: Presidents and Patriots

Students will learn about people who have made important contributions to our country's history. They will also learn about individuals, events and documents that represent the U.S.

##### Week 16: Celebrate America

Students will discuss the importance of the statue of liberty. They will also recognize important American symbols like the Liberty Bell and the World War II memorial. They will learn about the contributions of an American Indian named Chief Joseph, as well as a Hispanic leader named Cesar Chavez.

##### \*Week 17: American Cultures

Students will compare and contrast the American cultures of the past to cultures found in America today, including African American, Hispanic and Asian American cultures.

##### Week 18: Government and Citizenship

The students will learn why people form governments. They will also learn various ways to become an American citizen.

#### MARCH–MAY

##### Week 19: Rights and Responsibilities

Students will learn about major elected officials in their community (e.g., mayor, city commissioner). They will understand that rights and responsibilities reinforce each other and promote the common good.

##### Week 20: Scientists, Artists and Inventors

Students will learn about people from various backgrounds and cultures who made important contributions to our country.

##### Week 21: Families and Trade

Students will learn how trade helps families around the world meet their basic needs. They will discuss how scarcity affects the choices families make.

##### Week 22: Resources and Choices

Students will extend and refine their knowledge of human, natural and capital resources and the ways they are used. They will know that there are costs and benefits of making choices.

##### Week 23: Goods and Services

Students will extend and refine their knowledge of the requirements of various jobs, understand that most people work to produce goods or services, and understand that work provides income.

##### Week 24: Money and Markets

Students will understand the purpose of markets and the functions of a bank. They will also understand that people in different places depend on each other for goods and services.

# SCIENCE STUDIES WEEKLY—TRAILBLAZER

## Science Studies Scope and Sequence

### Science

#### WEEKLY CURRICULUM MAP



#### EARTH-SPACE SCIENCE

##### Week 1 – It's Time for Science

This issue introduces students to Science Studies Weekly. Students will learn that everyone can do science and that working with others can be helpful. They will also learn that scientists can learn by observing and by doing.

##### Week 2 – The World of Science

Students will learn about some common science tools and discuss scientific investigations. They will also learn that it is important to describe things accurately and to compare observations with others. Students will understand that it is important to repeat investigations and to expect similar results.

##### Week 3 – Science Safety

Students will learn about the importance of safety in the science lab. They will discuss some safety equipment and learn some basic rules for staying safe when doing investigations and making observations.

##### Week 4 – Earth

Students will identify rocks, soil and water as the basic materials that make up Earth. Students will learn about the three layers of Earth—crust, mantle and core. They will also learn some ways that Earth changes.

##### Week 5 – Water

Students will expand their knowledge of the Earth's waterways—oceans, rivers, lakes, ponds, etc. and will understand that clean water is important to all living things. They will learn that water can exist as a liquid, a solid or a gas.

##### Week 6 – Weather

Students will expand their knowledge about the types of weather that happen on Earth. They will measure and record weather conditions and use appropriate weather terminology. They will also learn about safety procedures to follow during severe weather conditions.

##### Week 7 – Space

Students will learn that many objects are in space. They will investigate the phases of the moon and recognize its different shapes. They will describe stars in terms of brightness, size and patterns.

##### Week 8 – The Sun

Students will learn that the sun provides light and heat for the Earth. They will discuss how the rotation of the Earth is responsible for sunrise and sunset in a 24-hour period. They will learn how rainbows are formed.

#### LIFE SCIENCE

##### Week 1 – Living Things

Students will expand their knowledge of the basic needs of all living things and how they meet those needs. They will learn that living things of all kinds have structures that serve various functions and that all living things are made of cells.

##### Week 2 – Plants

Students will understand that many different kinds of plants live in different environments on Earth. They will identify various plant structures and the functions they perform. They will also explore the life cycles of plants.

#### Continued

##### Week 3 – Animals

Students will learn that many different kinds of animals live in different environments on Earth. They will learn that many animals use plants for shelter. They will also explore the life cycles of animals.

##### Week 4 – Your Body

Students will understand that people have different systems that perform different functions—circulation, digestion, respiration, etc.—and will recognize the parts of the body that are associated with those systems.

##### Week 5 – Living Things Grow

Students will learn that living things need energy to grow and that they change as they grow. They will explore ways that living things get energy. They will also learn about the life cycle of humans from infancy to adulthood.

##### Week 6 – Be Healthy

Students will learn that getting regular exercise helps us stay healthy. They will learn about foods that we should eat often and foods that we should eat less often. They will also discuss ways to avoid getting sick and understand that doctors, nurses and medicine can help us get better.

##### Week 7 – Families

Students will recognize similarities and differences in animals and their parents. They will understand that people depend on plants, animals and each other to survive. They will also learn that people can influence the quality of life of those around them.

##### Week 8 – Habitats

Students will learn about some of the different habitats on Earth that plants and animals call home. They will understand that we can associate living things with their environments by looking at their structures, e.g., fins and gills allow fish to swim and breathe underwater.

##### Week 9 – Share the Earth

Students will understand that people need to use resources carefully, so that they don't run out. They will discuss ways to conserve resources. They will also learn that some living things are in danger of becoming extinct and need to be protected.

##### Week 10 – Technology

Students will expand their knowledge of how technology can help make people's lives better. They will discuss important changes in technology in the past and present. They will also understand that when people want to build something new, they should try to figure out how it will affect other people.

#### PHYSICAL SCIENCE

##### Week 1 – What Are Things Made Of?

Students will learn that all objects are made of matter and that different materials are used to make different things. They will learn that matter can exist in different states and understand the difference between solids, liquids and gases.

##### Week 2 – Matter Changes

Students will learn that people can change some properties of matter by doing something to them, e.g., cutting, heating, freezing, etc. They will also learn that different materials respond in different ways when people try to change them. Students will understand that some materials can be mixed together and then separated again.

##### Week 3 – Energy

Students will explore how matter and energy interact. They will learn that heat can be produced in different ways and that all living things need energy that comes from food.

##### Week 4 – Move It

Students will discuss how things move—in a straight line, back and forth, fast, slowly, etc. They will learn that pushing or pulling can change how things are moving. They will also learn that vibrations cause sounds.

##### Week 5 – Forces

Students will continue to explore the relationship of force and motion. They will learn about natural forces like gravity and magnets.

##### Week 6 – Systems

Students will learn that most things are made of parts that work together and that things may not work if parts are missing. They will understand that, put together, parts can do things they couldn't do separately. Students will learn about a model energy system such as an aquarium.

## **Technology (2 days/week)**

- Identify and use basic components of a computer
- Use mouse functions (point, click, hold, drag)
- Identify the keyboard letters, numbers, and other commonly used keys
- Create and/or select an appropriate graphic to support text or use on a project
- Use technology as a tool to access, retrieve, and communicate information and ideas
- Know ways technology is used in our society

## **Physical Education (4 days/week)**

## **Art (1 day/week)**

## **Music (3 days/week)**

## **Your Child's Homework - Second Grade**

Most of your child's learning will take place in school, but it is very important for your child to continue learning at home. Daily homework helps your child's understanding of concepts. It also teaches study skills necessary to really know and understand concepts and materials presented by the classroom teacher. To find out what concepts are being covered each day, review your child's assignments each evening. It's a great time to talk to your child about the school day.

### **Daily Homework**

- Recommended homework time: 15-20 minutes
- Review and practice math skills (flashcards, counting money, telling time, etc)
- Assist your child with math homework
- Study weekly spelling words
- Read with your child the assigned reading story or appropriate level books for reading club
- Complete any schoolwork not finished in school
- Explore science and social studies concepts being taught
- Read to your child so they experience fluency and expression in story telling

## **Study Skill Expectations**

- Display organizational skills and demonstrate responsibility by returning folders, daily assignments, and assigned work to school signed by an adult
- Strive to produce neat and legible work
- Begin to proofread and evaluate own work
- Read directions and work independently

## **Ways to Measure Your Child's Learning Progress**

- Daily assignments
- Reading checkpoints
- Unit tests
- Oral Reading of Stories

## **WAYS YOU CAN GET INVOLVED**

Share your talents at school- your participation is welcome and appreciated.

- a. Help chaperone field trips
- b. Volunteer as a classroom helper
- c. Provide objects for craft projects
- d. Donate items to classroo

## **Ways We Keep in Touch**

- Homework Folders (daily)
- Read At Home Sheets (daily)
- Parent – Teacher Conference (November)
- Progress Report
- Unit Tests
- Quarterly Report Card
- Parent – Teacher – Parent notes
- Telephone Calls
- Field Trip Notes/ Permission Slips
- E-mails

**Please feel free to contact your child's teacher with any questions or concerns.**

**715-769-3434 Ext 120**

**[bsetterman@lightatorch.info](mailto:bsetterman@lightatorch.info)**

**Supplies list for next year:**

#2 pencils - lots of them  
4 boxes of 24 crayons  
2 highlighters  
2 boxes of Kleenex  
scissors  
large and small erasers  
glue sticks  
pencil box  
1 box of zip lock bags  
1 container of Clorox wipes  
4 folders

