



# Rymfire Elementary School

## SECOND GRADE

Flagler County School District

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### Raising Student Achievement

Dear Parents,

The goal of Rymfire Elementary School is to provide a quality education for every student. Our elementary school works toward this goal by making sure that every child has an exciting and meaningful learning experience. We expect all of our students to learn and demonstrate increasingly complex skills as they progress through the grades towards ultimately becoming a responsible and productive member of society.

In an effort to involve you to the greatest extent possible in your child's education, we have compiled an outline of what your child will learn in this grade level. You can impact your child's academic success by becoming familiar with this curriculum and how you can reinforce classroom activities at home. The grade level expectations have been adopted by the state to provide focus and consistency for teachers, parents, and students.

If you have questions regarding curriculum or school programs, please call your child's teacher.

Sincerely,  
Paula St. Francis  
Principal

### Language Arts

#### Reading

- blends sounds into words
- applies knowledge of beginning letters and spelling patterns in single and multi-syllable words as visual clues for decoding
- uses a variety of structural clues to construct meaning (illustrations, diagrams, information in the story, titles and headings, sequence)
- uses a variety of strategies to comprehend text (self-monitoring, predicting, retelling, discussing, restating ideas)
- uses prior knowledge, illustrations, and text to make and confirm predictions
- develops vocabulary by reading independently and listening to and discussing both familiar and conceptually challenging selections
- uses specific ideas, details, and information to answer literal questions
- makes connections and inferences based on text and prior knowledge (for example, order of events, possible outcomes)
- reads with fluency and expression from developmentally appropriate material (including, but not limited to, reading phrases rather than word by word, attending to punctuation, interjecting a sense of feeling, anticipation, characterization)
- selects materials to read for pleasure as a group or independently
- uses resources and references to build upon word meanings (for example, dictionaries, glossaries)

#### Writing

- uses strategies to support ideas in writing (including, but not limited to, using several sentences to elaborate upon an idea; using
- generates ideas through brainstorming, listen-

Assistant Principals:

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#### GRADE LEVEL EXPECTATIONS

##### A Representative Sample of Expectations by Grade Level

For more detailed grade level expectations see the Florida Department of Education Website

<http://www.firn.edu/doe/menu/sss.htm>

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Language Arts	1
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#### Special points of interest:

- Things Parents Can Do Page 4
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*"There are perhaps no days of our childhood we lived so fully as those we spent with a favorite book."*

*Marcel Proust*

specific word choice and relevant details such as reasons or examples)

- writes legibly
- generates ideas before writing on self-selected topics and assigned tasks
- focuses on a central idea and group related ideas
- writes a story that includes most story elements (character, setting, plot, problem, sequence of events, resolution)
- revises writing to improve supporting details and word choice by adding or substituting text
- spells frequently used words correctly
- uses conventions of punctuation
- revises and edits for sentence structure and age appropriate usage

**Listening, Viewing, and Speaking**

- listens for information and pleasure
- listens for specific details and information
- uses strategies to contribute to group conversations

**Mathematics**

**Number Sense, Concepts, and Operations**

- reads and understands numerals to 1000 or more
- understands and uses ordinal numbers 1st-100th or higher
- compares and orders whole numbers to 1000 or more using concrete materials, drawings, number lines, symbols (<, =, >) and vocabulary such as more than, equal to, or less than
- represents real-world applications of whole numbers, to 1000 or more
- represents, compares and explains fractions (halves, thirds, quarters and eighths) as part of a whole and part of a set
- represents equivalent forms of the same number
- counts by tens from any given number less than 1000
- counts forward or backward by one beginning with any number

less than 1000

- counts coins using "mixed" counting
- recalls from memory addition and subtraction facts
- adds and subtracts two-digit numbers with or without regrouping
- solves problems using addition and subtraction using a variety of strategies, and explains the solution strategy
- writes and solves number problems with one operation
- writes number sentences associated with addition and subtraction situations

**Measurement**

- demonstrates an understanding of customary and metric measurement of length and distance; weight; and capacity by selecting appropriate units of measurement
- demonstrates an understanding of time using digital and analog clocks

- uses oral communication to clarify understanding of a topic or ideas
- speaks for different purposes

**Language**

- knows oral and written patterns used in standard English (for example, repetition, rhyme, word families)
- knows different functions of language (for example, asking questions, explaining, describing)
- uses repetition, rhyme, and rhythm appropriately in oral and written text

**Literature**

- knows basic characteristics of a variety of genres
- understands connections between characters and events in literature and people, events, and experiences in own life

**Ideas for Helping Your Child at Home**

- Have your child read daily. A family reading time, when parents read and children read, works well in many homes.
- Writing at home can be encouraged by leaving notes for your child around the house. Keep pens, pencils and paper handy for writing.

**Algebraic Thinking**

- Solves a variety of number sentences where the missing number is represented by a geometric shape
- Solves a variety of number sentences with equalities and inequalities
- Predicts, extends, and creates patterns that are concrete, pictorial or numerical

**Data Analysis and Probability**

- poses questions and collects data to answer questions with three or more categories
- uses mathematical language to read and interpret data on a simple concrete graph or chart
- uses materials, pictures, graphs, or tally marks to display data and identify range, mode, and median

- demonstrates an understanding of temperature using Fahrenheit and Celsius thermometers
- estimates, measures and compares distances
- knows the passage of time using minutes, half-hours, and hours
- knows and compares amounts of money in coins to one dollar or more

**Geometry and Spatial Sense**

- knows the names of both two-dimensional and three-dimensional figures presented in various orientations in the environment
- describes symmetry in two-dimensional shapes
- identifies shapes that can be combined or separated
- locates and explains known and unknown numbers to 1000 or more on a number line

**Ideas for Helping Your Child at Home**

- Ask your child to help you bake a cake. Allow them to use the measuring cups for the ingredients.

## Social Studies

### Time, Continuity, and Change (History)

- knows ways technology changes how people in a community live
- extends and refines understanding that history tells the story of people and events of other times and places
- extends and refines knowledge of significant aspects of the lives and accomplishments of selected men and women in the period of United States history before 1880
- extends and refines knowledge and understanding of selected American symbols that have

emerged from past events, legends, and historic accounts

### People, Places, and Environments (Geography)

- knows the locations of the community, city, state, and country on a map and globe
- knows map legends, coordinates, key symbols, and cardinal and intermediate directions to read simple maps
- understands ways climate, location, and physical surroundings affect the way people live

### Government and the Citizen (Civics and Government)

- participates in making class rules
- knows the roles of selected

elected officials in their community (for example, mayor, city commissioners, county commissioners)

- understands that rights and responsibilities reinforce each other and promote the common good
- knows that the United States Constitution is a written document that outlines the rights and responsibilities of all citizens of the country

### Production, Distribution, and Consumption (Economics)

- knows the differences among human resources, natural resources, and capital resources and the ways they are used to produce different goods and ser-

- knows the difference between goods and services
- knows the difference between consumers and producers

#### Ideas for Helping Your Child at Home

□ Interview an older relative with your child and discuss traditions and customs that are unique to your heritage.

□ Show your child different kinds of maps—state highway maps, bus routes, an atlas, world map, shopping mall map or a map of tourist attractions. Discuss their uses and look for familiar places. See if you can find your street and streets of friends and relatives on a city map.



## Science

### The Nature of Matter

- knows ways objects can be grouped according to similarities or differences of their physical characteristics
- knows examples of solids, liquids, and gases
- knows the observable properties of solids, liquids, and gases

### Energy

- knows different heat sources (for example, friction, solar, nuclear, electric)
- understands the relationship of food to the need for energy for daily activities
- understands the ways energy and matter interact (for example, sunlight to affect plant growth, heat to boil water)

### Force and Motion

- knows that objects exhibit

different kinds of motion

- understands that sound travels differently through media (for example, wood, water, air)

### Processes that Shape the Earth

- extends and refines knowledge that the surface of the Earth is composed of different types of solid materials that come in all sizes
- knows that weather conditions occur in patterns over time
- compares the characteristics of things that live on land, in the water, and in the air

### Earth and Science

- knows that the Moon moves around the Earth, the Earth moves around the Sun, and the Moon is visible when it reflects the light from the Sun

- knows that each time the Earth complete one rotation, one day (24 hours) has passed

### Processes of Life

- knows some characteristics of the vertebrate groups (mammals, reptiles, birds, amphibians, fish)
- knows the main parts of plants (stems, leaves, roots, flowers)

### How Living Things Interact with Their Environments

- understands that living organisms need to be adapted to their environments to survive
- knows that human beings cause changes to their environment

### The Nature of Science

- uses a variety of tools to observe, measure, analyze,

and predict changes in size, mass, temperature, color, position, quality, sound, and movement

- analyzes information to make predictions; makes sketches and diagrams to explain ideas; draws conclusions using information and prior knowledge

- keeps science records



**Ideas for Helping Your Child at Home**

- Explore musical instruments in your home and how they produce sound.
- Compare fresh and dried fruit (plums with prunes or grapes with raisins). Discuss what caused the changes. Why is it important to store bread in a wrapper? What happens to bread that is exposed to air?
- While drying clothes, open the dryer midway through the cycle and allow your child to feel the warm, moist air. At the end of the cycle, open the dryer door and have your child feel the air again. How is it different? Why?

**For Parents**

Prepared by the FCRR Curriculum and Instruction Team:  
Marcia Kosanovich, Ph.D. Carol Robinson, Ph.D. Mary Van Sciver, M.S. Michelle Wahl, M.S.

1. Create a special workspace and schedule daily quiet time for your child to do his/her homework from school. Be sure this is a time you are available to help if needed.
2. Schedule 15 minutes of special time everyday to read to your child. Before you read each book, read the title and look at the cover and pictures inside. Ask your child what she thinks the book may be about (prediction). After reading the book, review her prediction. Was the prediction right? If not, what happened instead?
3. Go to the school library, public library, or the local bookstore once each week and read a new book together. Read the title then look at the cover and pictures inside. Ask your child to predict what the book is about. After reading the book, review the prediction then ask about the characters, setting, problem and solution.
4. Fact or Opinion Game: The parent says a sentence to the child then asks whether it is a fact or opinion. For example, The weather is nice. (Opinion) A dog can bark. (Fact); The moon revolves around the Earth. (Fact) It would be fun to live on the moon. (Opinion)
5. Encourage reading fluency by having your child read and reread familiar books. It can also be helpful to have your child read a short passage over several times while you record the time. Children often enjoy seeing if they can improve their time from one reading to the next, and the repeated reading helps to establish a habit of fluent reading.
6. Pick out a new vocabulary word from one of the books you are reading with your child. Talk about what it means then make up a sentence with the new word. Try to use the word again that week.

**"If you add a little to a little, and then do it again, soon that little shall be much." —  
Hesiod**

<http://www.webothread.com/webothread/scripts/default.asp>

WE BOTH READ, is the first series of books specifically designed to invite a child to take turns reading aloud with a parent.

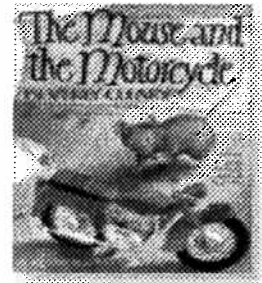
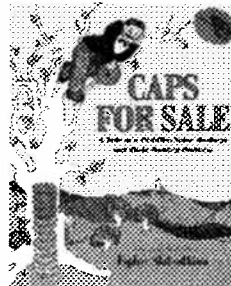
<http://www.literacyconnections.com/Parents.php>

Literacy Connections provides a wealth of information on reading.



## Suggested Books

The Story of Ferdinand - Munro Leaf  
 Why Mosquitoes Buzz in People's Ears - Verna Aardema  
 The Three Day Hat - Laura Geringer  
 Dr. DeSoto - William Steig  
 Sylvester and the Magic Pebble - William Steig  
 The Emperor's New Clothes - Adapted by Marilyn Burns  
 Frog and Toad - Arnold Lobel  
 Owl Moon - Jane Yolen  
 Cloudy With a Chance of Meatballs - Judi Barrett  
 The Adventures of Spider - Joyce Cooper  
 A to Z Mysteries Series - Ron Roy  
 KoKo's Kitten - Francine Patterson  
 Ten In a Bed - Mary Rees  
 A Chair For My Mother - Vera Williams  
 Caps for Sale - Esphyr Solbodkina  
 A House For Hermit Crab - M.A. Natick  
 Amelia Bedelia - Peggy Perish  
 The Complete Tales of Winnie the Pooh - A.A. Milne  
 The Polar Express - Chris Van Allsburg  
 Charlotte's Web - E.B. White  
 The Mouse and the Motorcycle - Tracy Dockray



*Children are made readers on the laps of their parents. (1994)*

*~ Emilie Buchwald ~*

## Web Sites for Parents

<http://www.netsmartz.org/>

The NetSmartz Workshop is an interactive, educational safety resource to teach kids and teens how to stay safer on the Internet. NetSmartz combines the newest technologies available and the most current information to create high-impact educational activities that are well received by even the most tech-savvy kids

<http://www.healthykids.org/>

A public/private organization providing quality health insurance to Florida's children.

<http://www.readingrockets.org/home.php>

Hundreds of research-based and best-practice articles about reading and video interviews with top children's book authors plus great kids books.

<http://www.rif.org/>

<http://www.readingrockets.org/helping>

<http://nces.ed.gov/nceskids/createagraph/>

*"Children are our most valuable natural resource."*

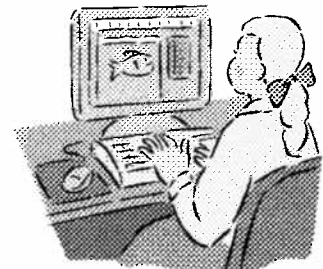
Herbert Hoover

President, Engineer,

Statesman, and

Humanitarian

1874-1964



Check out tips and activity ideas to help you motivate your kids to read.