

# Princeton Charter School

## Grade Two Program

### English Language and Literature: Grade Two

The goals of the grade-two English language and literature program are to guide each child:

- to become an independent reader;
- to write simple stories, letters, and reports using complete sentences; and
- to develop good listening skills and to practice public speaking.

#### Course Content

**Literature and Reading Comprehension:** Students begin to read silently for longer periods of time, and read aloud with attention to punctuation. Group reading of imaginative literature emphasizes the development of interpretive skills: making generalizations, drawing inferences, and determining character motivations and plot sequences.

**Expressive and Expository Writing:** Expressive and expository writing assignments introduce the formal writing process of prewriting, drafting, and revising. Students write stories, poems, letters, journal entries, simple book reports.

**Grammar, Syntax, and Language Mechanics:** Grammatical instruction covers word order, pronouns and their antecedents, adjectives, contractions, and possessives. Students edit sentences to improve their skills.

**Phonics, Spelling, and Penmanship:** Spelling work emphasizes phonetic patterns, letter clusters, and common prefixes and suffixes. Students break down words by syllables. Students practice penmanship to develop legible printing.

**Listening and Speaking Skills:** Students listen to stories and folk tales and participate in discussions about the stories; they also discuss other literature they read. Students give one- to two-minute oral reports with props. Selected poems are memorized and recited, giving the children opportunities to develop expressive oral language.

**Research and Study Skills:** Students learn to locate library books by author, title, and subject, and to find the bibliographic data on the title page and verso. Students locate appropriate Internet sites.

**Homework:** Students have daily assignments amounting to 15-20 minutes per night in reading, writing, or spelling as follow-up or preparation for each class period. Students are given writing assignments for which they make a first draft and produce a final version. There are occasional simple reports on books.

**Quizzes and Projects:** Weekly spelling tests; reading and writing evaluations. Occasional writing projects and simple reports on books will be assigned.

**Grading:** Classwork, homework, quizzes, participation in discussions, projects, and presentations. Opportunities for revision of written work will be given.

## **Books:**

### **Writing Program**

*Units of Study for Primary Writing: A Yearlong Curriculum (Grades K-2)*, Lucy Calkins and the Units of Study Coauthors, First Hand.

### **Reading Anthologies:**

*Open Court Reading, Book 2-1: Sharing Stories; Kindness; Look Again.*

*Open Court Reading, Book 2-2: Fossils; Courage; Our Country and Its People.*

### **Literature:**

*Why Mosquitos Buzz in People's Ears*, Verna Aardema

*The Courage of Sarah Noble*, Alice Dalgliesh

*My Father's Dragon*, Ruth Gannett

*Helen Keller*, Stewart and Polly Anne Graff

*Amelia Bedelia*, Peggy Parish

*The Gold Cadillac*, Mildred Taylor

### **Supplemental Reading:**

*Bringing the Rain to Kapiti Plain*, Verna Aardema

*A Little Princess*, Frances Hodgson Burnett (adapted by Cathy East Dubowski)

*Magic School Bus Books*, Joanna Cole

*Fantastic Mr. Fox*, Roald Dahl

*Magic Treehouse Books*, Mary Pope Osborne

Folktales

Biographies

### **Workbooks:**

*Write on Track SkillsBook*, P. Sebranek and D. Kemper, Great Source.

*Spelling Connections 2*, J. R. Gentry, Zaner-Bloser.

*Printing Power*, Jan Olsen, Handwriting Without Tears.

*More Words I Use When I Write*, A. Trisler and P. H. Cardiel, Modern Learning.

## **Milestones: Grade Two**

### **Letter Writing Milestone (English)**

**Task:** Write a letter to a family member about a day in school.

**Criteria:** Correct spelling, grammar, and punctuation; quality of descriptions and reactions concerning the day's events.

### **Addition Milestone (Mathematics)**

**Task:** Demonstrate mastery of addition problems with sums less than 12 and subtraction problems with differences less than 12.

**Criteria:** 90% accuracy on 30 problems on a timed test.

## Mathematics: Grade Two

The goals of the grade-two mathematics course are:

- to develop mathematical reasoning, problem solving, and communication skills;
- to build fluency in numerical operations with whole numbers;
- to describe geometric shapes in terms of their properties;
- to use graphs to organize data; and
- to build a mathematical vocabulary.

### Course Content

**Number Sense:** Base-10 place value concepts; comparing and ordering numbers; skip counting; rounding to the nearest ten; odd and even numbers; time; money; simple fractions; and negative numbers.

**Geometry and Spatial Sense:** Identify and see relationships between polygons and space figures; length; width; congruence, similarity, and symmetry; rotation, translation, and reflection; geometric terms.

**Numerical Operations:** Addition and subtraction with whole numbers; addition and subtraction facts; single-digit multiplication.

**Measurement:** Measurement units and tools; standard units; estimation.

**Estimation:** Whole-number estimates; comparisons; when estimation is appropriate or useful.

**Patterns and Functions:** Construct, recognize, extend, and describe patterns in geometry, number sequences, and computations; function machines (input-output relationships, what's my rule?)

**Probability and Statistics:** Use data generated by chance devices; simple events; equally likely outcomes; tallies; bar graphs; pictographs.

**Algebra:** Equality; inequality; open sentences; missing addends.

**Discrete Mathematics:** systematic counting to determine the number of combinations, or paths (in maps and tree diagrams); classification and sorting by attributes; simple algorithms for addition and subtraction.

**Conceptual Building Blocks of Calculus:** Patterns that continue indefinitely; area.

### Textbooks:

*New Jersey HSP Math, Grade 2*, Harcourt, Inc.

Supplemental Materials: *Primary Mathematics Challenging Work Problems, Level 2*, Joseph D. Lee, Singapore Math.

**Homework:** Students have 15 minutes of homework assigned daily to review and practice what they have learned in class.

**Tests:** Quizzes are given as needed, and tests are given at the end of each unit.

**Grading:** Quarterly grades are based on homework completion, quizzes, tests, participation in discussions, and any projects assigned.

## History and Geography: Grade Two

In grade two, history time is story time, with history and geography taught through folk tales, legends, myths, accounts of historical events, and biographies. The teacher reads stories aloud every day, and children may also read stories independently. Listening to and reading these stories builds a child's sense of the world as a community and introduces new vocabulary and basic cultural knowledge. After an introduction to stories from all over the world, the specific areas of concentration are: the Middle East and Africa. Major geographical features affecting people's lives are studied as stories are read from each region.

The objectives of the program are:

- to develop children's knowledge and appreciation of the world's stories;
- to develop children's knowledge and appreciation of the similarity and diversity of the world's peoples and places; and
- to develop the skills and attitudes children need for the further study of history and geography at later levels.

These objective will be met through the following three components:

**Stories** - A collection of folk literature from around the world has been assembled in the school library.

Reading these folk stories provides the focus for the study of people's lives in many places and at many times. As a story is read, class discussion draws attention to aspects of the story or illustrations which give information about everyday things, daily life, geographic features, values, customs and festivals, art and architecture, or government. Sometimes there might be evidence which allows one story to be placed at a specific time, or at a time relative to another story the class has read previously.

**Studies of people in a region** - In learning about how people live in these regions, students will touch on most of the following:

**Geographic features** - major land and water forms; climate; cities, towns, villages, and farms; plants and animals.

**Everyday things** - houses; food; clothes; buildings; transportation.

**Daily lives** - children's activities (school, toys, games) and feelings; activities of family members; ways of making a living; ways of producing, buying, and selling things.

**Languages and stories** - values and religion; customs, holidays, and festivals; art and architecture.

**Geographic knowledge and skills** - Students use maps and globes to develop geographic knowledge and skills. In the course of the year, students:

- Learn about map projections;
- Learn about map symbols;
- Learn about the cardinal directions and how to orient maps in relation to them;
- Make a map of a familiar place: the classroom, the playground, or the school;
- Begin to learn about map scales;

- Develop the ability to do the following with reference to the regions they study:
  - Locate them on a world map and globe;
  - Locate some of the countries and major cities on a world map and globe;
  - Locate some of the major land and water forms of each region in a simple atlas published for children;
  - Describe the climate of each region in general terms;
  - Name and describe some of the plants and animals in each region; and
  - Distinguish between cities and villages in pictures.

Children learn map skills from the book *Map Essentials 2*, National Geographic, 2001.

## Science: Grade Two

In second grade, the science program centers on activities through which students are expected to learn how to:

- conduct experiments;
- use measurements in the course of experiments;
- record and graph data;
- use data and analysis to make predictions; and
- write questions and observations.

Students investigate **Air and Weather** through the following activities:

Students are actively involved in monitoring the weather. They explore properties of air using plastic syringes and tubes to find that air takes up space and builds up pressure when compressed. Students construct devices that use air to function including parachutes, propellers, balloon rockets, gliders, pinwheels, streamers, wind socks, kites, and whirligigs.

Students investigate **Solids and Liquids** through the following activities:

Students are introduced to characteristics of two states of matter: solid and liquid. After describing properties of solid objects, students use them in construction projects. They investigate the properties of particulate solids (cornmeal, beans, rice) and liquids (water, corn syrup, oil) and compare their behaviors. After observing solid/liquid and liquid/liquid interactions, students investigate toothpaste to determine if it is solid or liquid.

Students investigate **Insects** and observe their life cycle through the following activities:

Darkling beetles, wax moths, silk moths, painted lady butterflies, crickets, and ants are a few of the organisms observed over time. Students observe and compare insect structures and behaviors in different stages of the life cycle, discuss and record findings, and pose questions to be resolved. Students observe complete insect metamorphosis and are introduced to a sampling of the diversity in the animal kingdom.

Students investigate the **Physics of Sound** through the following activities:

Students experiment with sound sources and receivers, amplification, pitch, and directionality. They develop the central idea of vibration as the source of all sounds. Students work at learning centers, investigating various concepts associated with the physics of sound.

Students study **Nutrition and Germs** to discover how to keep their bodies healthy.

#### **Instructional Materials:**

*Full Option Science System*, Lawrence Hall of Science, University of California, Berkeley.

## **French Language: Grade Two**

Students use *Le Petit Trampoline*, a French textbook designed for students in grade two. The textbook consists of four units or themes, each designed to stimulate the children's interest and to introduce a different set of language concepts. Students learn to communicate in French, and they are introduced to aspects of Francophone culture.

#### **Course Content**

**Communication** - The students learn greetings and introductions; to identify people and objects; to describe themselves and others, including their ages; to give directions; to ask for an object and to request permission to do something; to express wishes, preferences, and tastes; to give a full address; to tell about nationality and country of origin; to express quantity; and to place an action or event in time.

**Grammar** - Students are introduced to the concept of gender and determinants. They learn personal pronouns, adjectives of nationality, and plural forms of nouns and verbs. They learn to use present-tense forms of simple verbs including *to be*, *to have*, *to see*, *to eat*, *to like*, and *to want*. Students use simple sentence structure including the negative construction.

**Vocabulary** - New vocabulary is introduced weekly, decoded and used in class in drills and sentences. Students memorize the new vocabulary and use it in their own sentences orally. The vocabulary students acquire throughout the year covers words and expressions related to the familiar universe of children of this age: school, friends, family, clothing, parts of the body, days of the week, seasons and months of the year, numbers from 1 to 100, and colors. Students are introduced to the concept of gender and the gender of their vocabulary words.

**Phonetics** - Students learn the French alphabet and the pronunciation of letters and letter groups in French words. Familiarization with the sounds of French is important; pronunciation is emphasized in every class. Intonation and rhythm of a phrase are studied. Students memorize simple poems and songs to emphasize the sounds of French words and phrases.

**Culture** - French culture is seen through the eyes of school children living in France and includes their school universe; their friends and family; their pets and toys; French food; places to go; Paris; the seasons and climate of France; major French holidays; and other countries of the Francophone world.

