

Mesquite ISD Curriculum Sequence

Second Grade - Third Reporting Period

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| --- | --- | --- |
| **English Language Arts/Reading** | **Math** | **Social Studies** |
| **Comprehension** Study different genres including folk tales, fables, legends, myths, poetry, and dramaAnalyze story elements--story structure, theme, plot, including the moral in fablesIdentify the author’s purpose while reading nonfiction (expository) textIdentify the topic, main idea, and supporting details while reading nonfiction textDraw inferences and support those conclusions with text evidence using nonfictionUnderstand a character’s development (including traits, motivations, and feelings) while reading fiction **Reading Fluency** Work on developing fluency in oral reading using phrasing, reader’s theater, Fry’s phrases, quick word charts, fluency probes, and choral reading **Vocabulary** Build oral vocabularyUse context from text to discover word meaning, including synonyms, antonyms, and multi-meaning wordsInfer the meaning of a wordAlphabetize a series of wordsUse the structure of a word to understand what a word means, including prefixes and suffixes **Writing Workshop** Write letters giving opinions and recommendations of fiction and expository readingUse writing to respond to expository readingUse introduced conventions **Phonics/Spelling** Spell words with the 2 sounds of *c* and *g*Spell words with the diphthongs *oi* and *oy*Spell words with the long /o/ sound spelled -o, -oa, -owSpell words with prefixes and suffixes including pre-, re-, un-, dis-, -ly, -fulSpell words with the long /i/ sound spelled -i, -ie, -ighSpell words with the 2 sounds of y (long i and long e)Spell words by changing ‘y’ to ‘i’ to add endings **Conventions of Writing** Understand verbs (past, present, and future), adjectives, articles, adverbs, and compound words **Word Wall Words** keep, again, good, got, wash, boy, around, know, goes, together, too, soon, also, sit, walk, early, does, own, right, tell, read, your, only, try, small, must, their, work, upon, buy | Solve one step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms. (2.4C)Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000. (2.4D)Create two dimensional shapes based on given attributes, including number of sides and vertices. (2.8A)Classify and sort 3-D solids including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, based on attributes using formal geometric vocabulary. (2.8B)Classify and sort polygons with 12 or fewer sides according to attributes, including the number of sides and number of vertices. (2.8C)Compose 2D Shapes and 3D solids with given properties and attributes. (2.8D)Decompose 2D shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts. (2.8E)Find the length of objects using concrete models for standard units of length. (2.9A)Describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object. (2.9B)Determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes. (2.9D)Determine a solution to a problem involving length, including estimating lengths. (2.9E)Use concrete models of square units to find the area of a rectangle by covering it with no gaps, overlaps, counting to find the total number of square units, and describing the measurement. (2.9F)Read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m. (2.9G) | Students will identify ways people meet their basic needs (food, clothing, shelter).Students will describe how people use the environment. Students will describe ways people use and modify the environment.Students will explain choice.Students will identify ways people can replenish resources.Students will explain how work provides income for goods and services.Students will identify producers and consumers.Students will explain choices in a free enterprise system. [spending and saving]Students will explain how work provides income.Students will identify historic figures.Students will describe how science and technology affects life, past and present. |



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Second Grade - Third Reporting Period

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| **Science Group A** | **Science Group B** | **Science Group C** |
| Physical Science Unit In this unit, students will:Classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid, liquid or gasCompare changes in materials caused by heating and coolingDemonstrate that things can be done to materials to change their physical properties such as cutting, folding, sanding, and meltingCombine materials that when put together can do things that they cannot do by themselves such as building a tower or a bridge and justify the selection of those materials based on their physical propertiesInvestigate the effects on an object by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butterObserve and identify how magnets are used in everyday lifeTrace the changes in the position of an object over time such as a cup rolling on the floor and a car rolling down a rampCompare patterns of movement of objects such as sliding, rolling, and spinning | Life Science Unit (Continued) In this unit, students will:Identify the basic needs of plants and animalsIdentify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living thingsCompare and give examples of the ways living organisms depend on each other and on their environments such as food chains within a garden, park, beach, lake and wooded areaObserve, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the waterObserve, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plantInvestigate and record some of the unique stages that insects undergo during their life cycle Activities to integrate science process skills and life science content during this unit will include raising and observing mealworms, milkweed bugs, silkworms, and butterflies. | Life Science Unit In this unit, students will:Identify the basic needs of plants and animalsIdentify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living thingsCompare and give examples of the ways living organisms depend on each other and on their environments such as food chains within a garden, park, beach, lake and wooded areaObserve, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the waterObserve, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plantInvestigate and record some of the unique stages that insects undergo during their life cycle Activities to integrate science process skills and life science content during this unit will include raising and observing mealworms, milkweed bugs, silkworms, and butterflies. |



Mesquite ISD Curriculum Sequence

Second Grade - Fourth Reporting Period

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| --- | --- | --- |
| **English Language Arts/Reading** | **Math** | **Social Studies** |
| **Comprehension** Draw inferences and support those conclusions with text evidence using fictionDetermine author’s purpose when reading fictionUse expository (non-fiction) text for the purpose of researchingDiscuss books read independently with other classmatesUse strategies to monitor comprehension while readingStudy the genre of poetry and comprehension skills used while reading this genre **Reading Fluency** Work on developing fluency in oral reading using phrasing, reader’s theater, Fry’s phrases, quick word charts, fluency probes, and choral reading **Vocabulary** Build oral vocabularyUse context from text to discover word meaningInfer the meaning of a wordDevelop an understanding of figurative languageUse the structure of a word to understand base wordsIndependently use vocabulary strategies **Writing Workshop** Write reading responses to fictional text, research reportsWrite in the poetry formatWork on the steps of the writing process--generating ideas, drafting, revising, editing, publishing, Review personal narrative writingUse the editing step for punctuation and spellingUse introduced conventionsUnderstand how good word choice enhances a piece of writing **Phonics/Spelling** Spell words with the consonant patterns -ng, -dge, -geUnderstand and spell contractionsSpell words with the diphthongs *ou* and *ow*Spell words with beginning or ending silent letters (*kn, wr, gn, mb*)Spell words with vowel digraphs (*oo, ew, ui, ue*)Spell words with vowel patterns (*aw, au, augh)*Spell words with prefixes and suffixes including mis-, mid-, -ness, -less **Conventions of Writing** Understand the purpose of pronouns (singular and plural), prepositions, quotations marks, and appropriate subject/verb agreement in a sentence **Word Wall Words** carry, long, set, name, wish, live, don’t, stop, end, about, clean, down, where, every, write, water, new, gave, caught, house, would, than, myself, those, hold, if, thing | Partition objects into equal parts and name the parts including halves, fourths, and eighths, using words. (2.3A)Explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part. (2.3B)Use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole. (2.3C)Identify examples and non-examples of halves, fourths, and eighths. (2.3D)Determine the value of a collection of coins up to a dollar. (2.5A)Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins. (2.5B)Model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined.(2.6A)Model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets.(2.6B)Determine whether a number up to 40 is even or odd using pairing of objects to represent the number. (2.7A)Use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200. (2.7B)Represent and solve addition or subtraction word problems where unknowns may be any one of the terms in the problems.(2.7C)Decompose 2D shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts. (2.8E)Explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category. (2.10A)Organize a collection of data with up to 4 categories using pictographs and bar graphs with intervals of one or more. (2.10B)Write and solve one step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one. (2.10C)Draw a conclusion and make predictions from information in a graph. (2.10D)Calculate how money saved can accumulate into a larger amount over time.(2.11A)Explain that saving is an alternative to spending. (2.11B)Distinguish between a deposit and a withdrawal. (2.11C)Identify examples of borrowing and distinguish between responsible and irresponsible borrowing. (2.11D)Identify examples of lending and use concepts of benefits and costs to evaluate lending decisions. (2.11E)Differentiate between producers and consumers and calculate the cost to produce a simple item. (2.11F) | Students will explain the concept of technology.Students will describe technology of the past and present.Students will describe weather and seasons and human activities.Students will explain the effects of natural hazards on human activity.Students will describe ways people adapt to and modify the environment.Students will identify ways to conserve resources.Students will use various sources to describe local culture.Students will explain the meaning of art. |

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| **Science Group A** | **Science Group B** | **Science Group C** |
| Earth Science Unit In this unit, students will:Observe and describe rocks by size, texture and colorIdentify and compare the properties of natural sources of freshwater and saltwaterDistinguish between natural and manmade resourcesMeasure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage in order to identify patterns in the dataIdentify the importance of weather and seasonal information to make choices in clothing, activities, and transportationExplore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditionsObserve, describe, and record patterns of objects in the sky, including the appearance of the Moon Activities to integrate science process skills and Earth science content during this unit will include exploring the properties of air, exploring wind, and exploring different weather phenomena. Students will record weather events daily. They will then organize their data into graphs which they will analyze for patterns and trends. Students will also track the changing location of the Sun during the day and the changing appearance of the Moon over a month. | Physical Science Unit In this unit, students will:Classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid, liquid or gasCompare changes in materials caused by heating and coolingDemonstrate that things can be done to materials to change their physical properties such as cutting, folding, sanding, and meltingCombine materials that when put together can do things that they cannot do by themselves such as building a tower or a bridge and justify the selection of those materials based on their physical propertiesInvestigate the effects on an object by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butterObserve and identify how magnets are used in everyday lifeTrace the changes in the position of an object over time such as a cup rolling on the floor and a car rolling down a rampCompare patterns of movement of objects such as sliding, rolling, and spinning | Life Science Unit (Continued) In this unit, students will:Identify the basic needs of plants and animalsIdentify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living thingsCompare and give examples of the ways living organisms depend on each other and on their environments such as food chains within a garden, park, beach, lake and wooded areaObserve, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the waterObserve, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plantInvestigate and record some of the unique stages that insects undergo during their life cycle Activities to integrate science process skills and life science content during this unit will include raising and observing mealworms, milkweed bugs, silkworms, and butterflies. |