

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 drama  Analyze story elements--story structure, theme, plot, including the moral in fables  Identify the author’s purpose while reading nonfiction (expository) text  Identify the topic, main idea, and supporting details while reading nonfiction text  Draw inferences and support those conclusions with text evidence using nonfiction  Understand 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 vocabulary  Use context from text to discover word meaning, including synonyms, antonyms, and multi-meaning words  Infer the meaning of a word  Alphabetize a series of words  Use 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 reading  Use writing to respond to expository reading  Use 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, -ow  Spell words with prefixes and suffixes including pre-, re-, un-, dis-, -ly, -ful  Spell words with the long /i/ sound spelled -i, -ie, -igh  Spell 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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| **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 gas  Compare changes in materials caused by heating and cooling  Demonstrate that things can be done to materials to change their physical properties such as cutting, folding, sanding, and melting  Combine 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 properties  Investigate 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 butter  Observe and identify how magnets are used in everyday life  Trace the changes in the position of an object over time such as a cup rolling on the floor and a car rolling down a ramp  Compare 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 animals  Identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things  Compare 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 area  Observe, 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 water  Observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant  Investigate 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 animals  Identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things  Compare 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 area  Observe, 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 water  Observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant  Investigate 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. |



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| **English Language Arts/Reading** | **Math** | **Social Studies** |
| **Comprehension**    Draw inferences and support those conclusions with text evidence using fiction  Determine author’s purpose when reading fiction  Use expository (non-fiction) text for the purpose of researching  Discuss books read independently with other classmates  Use strategies to monitor comprehension while reading  Study 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 vocabulary  Use context from text to discover word meaning  Infer the meaning of a word  Develop an understanding of figurative language  Use the structure of a word to understand base words  Independently use vocabulary strategies    **Writing Workshop**    Write reading responses to fictional text, research reports  Write in the poetry format  Work on the steps of the writing process--generating ideas, drafting, revising, editing, publishing, Review personal narrative writing  Use the editing step for punctuation and spelling  Use introduced conventions  Understand how good word choice enhances a piece of writing    **Phonics/Spelling**    Spell words with the consonant patterns -ng, -dge, -ge  Understand and spell contractions  Spell 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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| Earth Science Unit    In this unit, students will:  Observe and describe rocks by size, texture and color  Identify and compare the properties of natural sources of freshwater and saltwater  Distinguish between natural and manmade resources  Measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage in order to identify patterns in the data  Identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation  Explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions  Observe, 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 gas  Compare changes in materials caused by heating and cooling  Demonstrate that things can be done to materials to change their physical properties such as cutting, folding, sanding, and melting  Combine 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 properties  Investigate 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 butter  Observe and identify how magnets are used in everyday life  Trace the changes in the position of an object over time such as a cup rolling on the floor and a car rolling down a ramp  Compare 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 animals  Identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things  Compare 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 area  Observe, 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 water  Observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant  Investigate 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. |