

Second Grade Curriculum

In the second grade we follow the approved curriculum by New York State and the National Common Core Standards. We work to expand and modify the curriculum in order to meet the needs and interests of our students. We also attempt to make our areas of study interrelated and enjoyable.



The Springhurst English Language Arts Committee developed a comprehensive language arts curriculum that is aligned with the New York State and Common Core Standards. The four major strands of the reading curriculum include standards for *Listening and Speaking*, *Reading Habits*, *Reading for Meaning*, and *Print/Sound Code*. The four major strands for writing include *Writing Habits*, *Writing Genres*, *Language Use and Conventions*. The second grade curriculum is rigorous and sets standards of expectations for all children.



Reading instruction in second grade will involve guided reading groups, independent reading, and whole class read alouds. Students grow into independent readers through strong instruction in phonics as well as reading comprehension strategies. Our goal is to guide children through many different reading experiences in order to awaken and expand the resources within them that will lead to growth as independent, life-long readers and writers.

Second graders use *Fundations* to provide a systematic and explicit approach to reading and spelling with phonics. *Fundations* instruction emphasizes phonemic awareness, phonics word study, high frequency word study, fluency, vocabulary, handwriting and spelling.



Writing

Students in second grade will build upon what they have learned about being a writer in kindergarten and first grade. Students will gather ideas to write about, develop that idea over time, revise their writing, and finally edit and publish their pieces. In second grade, students will be learning to write personal narratives, persuasive, and informational pieces. Language use and conventions will be addressed throughout the writing process with specific attention during the revision and editing steps.



Math



We utilize the Primary Mathematics program, developed by the Ministry of Singapore. One distinguishing feature of the program is the CPA approach (Concrete-Pictorial-Abstract). When students are learning new concepts, they begin by using different concrete materials (blocks, cubes, place value disks) to develop a concrete understanding of the mathematical idea. They then move to a pictorial representation (different pictures that embody the idea) of the same concept. They are exposed to many different representations of the same idea to develop a deeper understanding. Finally they will move to the abstraction (numbers, symbols).

Another noteworthy feature of the Primary Mathematics program is its systematic development of the key concepts. Students spend significant time learning an idea, and the concepts are developed thoughtfully and systematically.

A third feature of the program is the central emphasis on problem solving. Students are given problems that have multiple approaches and strategies. They will be applying the skills that they are learning to novel problem solving situations. The ultimate goal is for students to learn to think, and this is developed through numerous problem solving situations. They will be encouraged to persevere with problems, and develop an appreciation for mathematics.

The students begin the year with a focus on place value in order to assure a strong foundation for future learning. They will spend substantial time with addition and subtraction operations. Students will also explore measurement, time, and money.



Social Studies and Science

Much of our everyday life consists of these two areas of study. We observe, make comparisons, discuss and wonder about the world around us. One underlying concept that occurs often in second grade is that of interdependence.

In Social Studies, we focus on community life in suburban, urban and rural areas. We will provide experiences that help the children to understand differences and similarities in these various communities. Broader concepts will be applied to the immediate world around us.

We use the Science 21 program, and children participate in science labs and other hands-on experiences. Students get to investigate the structure and properties of matter, landforms and bodies of water, and how plants and animals interact.

In all areas we stress individual growth and "learning how to learn." The children are encouraged to explore, question, discuss and share insights.



Springhurst FLES Program



The Spanish FLES curriculum for second grade is a sequential model in which all students receive 15-minute sessions daily. FLES instruction is proficiency-oriented with a greater focus on meaningful communication than on grammatical structure. Students are encouraged first to understand and then to produce in the language. Using an immersion approach, similar to the way children learn their first language, students participate in language training activities that are geared to the child's interest level and include experiences with cultural practices and integration of thematic content. These experiences emphasize listening, speaking, reading and comprehension in meaningful, communicative contents: social/cultural situations, games, songs, and rhymes in addition to experiences with arts, crafts, movement and total physical response. Each lesson lays the foundation for the next and children gain confidence in listening and speaking. As they follow the sequential FLES curriculum each year, they progress to reading and writing in the target language.



Homework

Reading for 15 minutes each night is expected. You may read with your child, to your child or have your child read alone. It is important that you talk about the content, share your response and reactions with your child, and encourage your child to talk about what was read. Please make reading a priority in your home.

Math and/or some form of language arts homework will be given on a fairly regular basis. The purpose of these assignments is simply the practice of some concept that the child is working on. Homework should not take longer than 35 minutes, including reading. Please set aside a quiet time and place for homework. Allow your child to work independently as much as possible. Your interest in your child's work is a very important component in the beginning development of good work habits and a positive attitude.



Communications



It is helpful to advise a teacher if your child has had a particularly difficult time, is experiencing some sort of change, or is under any unusual stress.

Throughout the year, we will be observing your child's growth and development so that we can support his/her individual needs. We are always available to discuss any thoughts, questions or concerns.

We look forward to a wonderful year with your child! Thank you!