Charlotte-Mecklenburg Schools

Family Resource Guide

SECOND GRADE

Welcome to Second Grade!

Purpose of the Guide

Students in Charlotte-Mecklenburg Schools follow the state of North Carolina's expectations for what every student will know and be able to do by the end of their current grade level. This guide is designed to help you support your student by understanding those expectations, provide everyday activities to reinforce their learning at home and partner with their teachers throughout the school year.

This guide includes...

Key Skills for Reading and Math
Understand the most important things your child should know and be able to do by the end of the school year.

Questions to Ask Your Child
Engage in conversations with your child using these suggested reading and math questions.

Topics to Discuss with the Teacher
Find sample questions and topics you might want to talk about with the teacher related to reading and math skills.

Learning Activities
Explore some easy ways you can support your child's learning important reading and math concepts and skills.

Words to Know
Learn some important words and acronyms used at school to "speak the same language".

Helpful Resources to Practice Skills at Home
Click the link to access a collection of reading and math resources aligned to your child's grade level.

LITERACY

Your child will learn how to distinguish long and short vowels when reading, read regularly spelled words with long vowels, read words with common prefixes and suffixes, and recognize and read grade-appropriate irregularly spelled words. Second graders strive to learn as many new words and their meanings as possible. Additionally, second graders can figure out the meaning of unknown words for their grade level, including homophones (words that sound alike but have different meanings).

Key Skills

Learning to Read and Write:

- ☐ Match letters with sounds to read and write most words, including inventive spelling.
- ☐ Recognize, spelling, and using common grammatical words correctly.
- ☐ Read decodable texts and words/sentences independently for smooth reading.
- ☐ Read grade-level texts smoothly and with expression.
- ☐ Write complete sentences with mostly correct spelling, capitalization, and punctuation.

Learning about the World through Text:

- ☐ Asking and answering questions, retelling events, and explaining main ideas from stories and texts.
- ☐ Understanding unfamiliar words using various strategies and recognizing word meanings within context.
- ☐ Express new knowledge through things such as speaking, illustrations, and writing.
- ☐ Write about learned information with a structured format including a title, introduction, well-developed examples, and a concluding statement.

Questions to Ask Your Child

- ☐ Who is this story about?
- ☐ Where does the story take place?
- ☐ What is the author teaching you about ___?
- ☐ Why do you think the author included that detail?

Topics to Discuss with the Teacher

- ☐ What letters and sounds should my child have mastered at this point in the year?
- ☐ Has my child mastered these sounds?

Learning Activities

- [ ] Read with your child for 20 minutes every day. Talk about what's happening in the story. Ask what they are learning or wondering.
- [ ] Turn on the closed captioning while watching TV to allow your child to read along with the dialogue.
- [ ] Have "book talk" conversations. Ask your child to summarize the important ideas in their own words. Ask your child to show you what part of the text provided this information.
- [ ] Encourage your child to use writing regularly in the real world.

MATH

Second grade students focus on understanding place value in numbers up to 1,000. For example, know that the 6 in 564 represents 6 tens (60). Use various methods to add and subtract with numbers up to 1,000. They will represent and solve word problems with unknowns in all places. They will extend their knowledge of measurement by selecting appropriate tools that use standard units of measurement. (Rulers, yardsticks, measuring tapes, etc). Recognize and draw shapes with specific characteristics: for example, a shape with four sides and angles.

Key Skills

- [ ] Model and solve one-step addition and subtraction word problems within 100 with unknowns in all positions.
- [ ] Model and solve two-step addition and subtraction word problems with the result or change unknown.
- [ ] Fluently add and subtract within 20 using mental strategies.
- [ ] Determine whether a group of objects, within 20, has an odd or even number of members.
- [ ] Use addition to find the total number of objects arranged in a rectangular array. Write an equation to show the total as the sum of equal addends.
- [ ] Make a hundred from a group of 10 tens.
- [ ] Make and break apart 3-digit numbers in different ways. Count by 1s, 5s, 10s, and 100s within 1,000 starting at any number less than 1,000.
- [ ] Read and write numbers within 1,000 using base-ten numerals, number names and expanded form.
- [ ] Compare two 3-digit numbers based on the value of the hundreds, tens and ones digits.
- [ ] Use the >, =, and < symbols to record comparisons.
- [ ] Fluently add and subtract two 2-digit numbers by selecting, using and comparing various strategies.

Key Skills continued

- [ ] Add three 2-digit numbers using strategies based on place value and properties of operations.
- [ ] Add and subtract numbers within 1,000 by selecting and using different strategies.
- [ ] Mentally add 10 or 100 to a given number 100–900. Mentally subtract 10 or 100 from a given number 100–900.
- [ ] Measure the length of an object by choosing and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.
- [ ] Measure the length of an object twice, using two different units, and describe how the two measurements relate to the size of the unit chosen.
- [ ] Estimate lengths using standard units of inches, feet, yards, centimeters, and meters.
- [ ] Measure to determine how much longer one object is than another.
- [ ] Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, using equations with a symbol for the unknown number to represent the problem.
- [ ] Represent whole numbers on a number line as equal spaces and use the number line to find sums and differences within 100.
- [ ] Tell and write time on analog and digital clocks to the nearest five minutes using a.m. and p.m.
- [ ] Solve addition and subtraction word problems involving dollar bills, quarters, dimes, nickels, and pennies using appropriate money symbols.
- [ ] Organize, represent, and interpret data of up to four categories by drawing a picture graph or a bar graph.
- [ ] Solve simple word problems about information presented in picture graphs and bar graphs.
- [ ] Recognize and draw triangles, quadrilaterals, pentagons and hexagons.
- [ ] Recognize and describe rectangular prisms and cubes.
- [ ] Divide circles and rectangles into two, three and four equal shares.
- [ ] Describe the shares and explain why they are equal.

Questions to Ask Your Child

- [ ] How can you represent this word problem with objects or a picture?
- [ ] What kind of equation will represent this situation?
- [ ] Can you explain how you found the unknown (answer)?
- [ ] What strategy or strategies did you use to solve?
- [ ] Can you show/represent a three- digit number? Do you have enough to make 10? What about 100? Any leftovers?
- [ ] Can you compare 2 three-digit numbers with the symbols >, <, and =?
- [ ] Would it take more inches or feet to measure the length of the carpet?

Topics to Discuss with the Teacher

- [ ] What are the second grade problem types?
- [ ] Math games to play at home.
- [ ] Developmentally appropriate ways to include math in daily conversations.

Learning Activities

- [ ] **Hopscotch Skip Count**
  Have the student create a hopscotch game using a skip counting pattern (by 10's starting at any number, by 2's odd or even, by 5's). Then, the student can play and skip count on their hopscotch drawing.
  Example: Student: "13, 23, 33, 43, 53, 63, 73, 83, 93, 103!"
- [ ] **Telling Time**
  Have the student tell the time (to five minutes). Discuss when is AM and when is PM. If the student can tell time accurately ask them "What time will it be in five/ten minutes? What time was it five/ten minutes ago?"
  Example: You say "what time is it" Student: "3:30" You: "What time will it be in ten minutes?"
- [ ] **Roll and Compare**
  Have the student roll three dice, grab three cards from a deck, or make up 3 digits to build a 3-digit number and write the number down. Student repeats for another number and then compares to say which is greater or which is less. If the student accomplishes this with ease, have child use >, <, = symbols to show greater than less than or equals.
  Example: Student: "I built 323 and 343." You: "Which is greater and how do you know" Student: "343 because 4 tens is larger than 2 tens."

Words to Know

- [ ] **Multi Step Word Problem:** are math problems that have more than one operation and in second grade the only operations are addition and subtraction.
- [ ] **Place value:** Every digit in a number has a place value based on its position in the number. For example, in the number 548, the digit 5 is in the hundreds place, and its place value is 500. The digit 4 is in the tens place, and its place value is 40. The digit 8 is in the ones place, and its place value is 8.

Helpful Resources to Practice Skills at Home for Second Grade

- [ ] http://bit.ly/CMSHomeSchoolConnect