Curriculum Night
2nd Grade

Dear 2nd Grade Parents,

Welcome to 2nd grade! We are looking forward to working with your child(ren) and with you. This guide has been developed to help answer some questions you may have. This is in addition to the Parent/Student Handbook.

Our intent is to make you aware of changes your child(ren) may experience as they transition to second grade. Home and school communication needs to be continuous throughout the entire year. Your help and support is essential in making this a wonderful and successful school year.

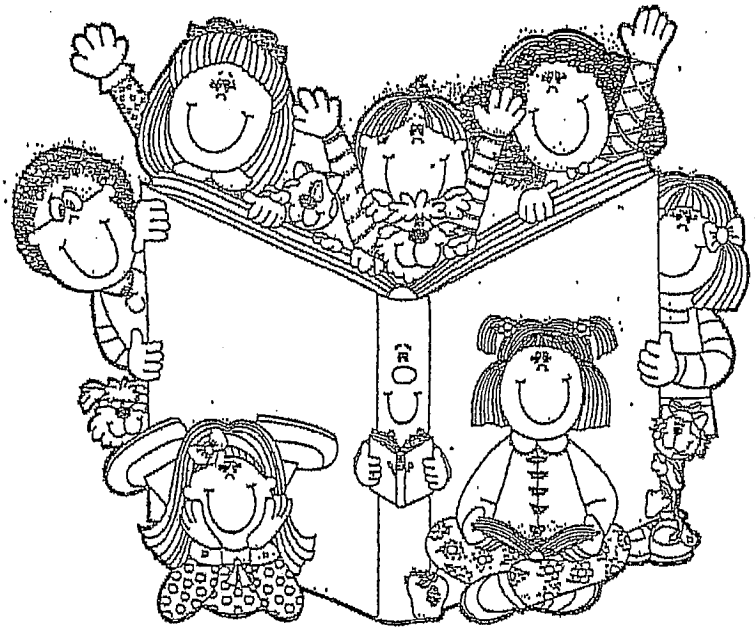
Thanks in advance for everything you do.

Sincerely,

Mrs. Bramhall
bramhalld@svdpomaha.org

Mrs. Johnson
johnsonr@svdpomaha.org

Mrs. Real
reals@svdpomaha.org



St. Vincent de Paul Catholic Elementary School
Daily Class Schedule

Updated

Teacher Bramhall_____ Grades __2__ Room 21 Academic Year_____

Monday		Tuesday		Wednesday		Thursday		Friday	
Time	Subject	Time	Subject	Time	Subject	Time	Subject	Time	Subject
8:00	Spelling	8:00	MASS	8:00	Spelling	8:00	Spelling	8:00	Spelling
8:30	English	8:30	MASS	8:30	English	8:30	English	8:30	English
9:00	Reading/	9:00	Reading	9:00	Reading/	9:00	Reading/	9:00	Reading/
9:30	Phonics	9:30	Reading	9:30	Writing	9:30	Phonics	9:30	Phonics
10:00	Math	10:00	Math	10:00	Math	10:00	Math	10:00	Math
10:30	Math	10:30	Math	10:30	Math	10:30	Math	10:30	Math
11:00	RECESS	11:00	RECESS	11:00	RECESS	11:00	RECESS	11:00	RECESS
11:30	LUNCH	11:30	LUNCH	11:30	LUNCH	11:30	LUNCH	11:30	LUNCH
12:00	Religion	12:00	Handwriting	12:00	Religion	12:00	Religion	12:00	Religion
12:30	Social Studies	12:30	Science	12:30	Social Studies	12:30	Science	12:30	Handwriting
1:00	Social Studies	1:00	Science	1:00	Social Studies	1:00	Science	1:00	Read Aloud
1:30	RECESS	1:30	RECESS	1:30	RECESS	1:30	RECESS	1:30	RECESS
2:00	MUSIC	2:00	COMPUTERS	2:00	D.e.a.r.	2:00	P.E. (HH)	2:00	MUSIC
2:30	SPANISH	2:30	MEDIA	2:30	P.E. (HH)	2:30	GUIDANCE	2:30	ART
3:00		3:00		3:00		3:00		3:00	

St. Vincent de Paul Catholic Elementary School
Daily Class Schedule

Updated 5/1/17

Teacher Mrs. Johnson **Grades** 2 **Room** 22 **Academic Year** 2017-2018

Monday		Tuesday		Wednesday		Thursday		Friday	
Time	Subject	Time	Subject	Time	Subject	Time	Subject	Time	Subject
8:00	DOL/English	8:00	MASS	8:00	DOL/English	8:00	DOL/English	8:00	DOL/English
8:30	Math	8:30	MASS	8:30	Math	8:30	Math	8:30	Math
9:00	Math	9:00	Math	9:00	Math	9:00	Math	9:00	Math
9:30	Language Arts/Reading	9:30	Language Arts/Reading	9:30	Language Arts/Reading	9:30	Language Arts/Reading	9:30	Language Arts/Reading
10:00	Language Arts/Reading	10:00	Language Arts/Reading	10:00	Language Arts/Reading	10:00	Language Arts/Reading	10:00	Language Arts/Reading
10:30	Language Arts/Reading	10:30	Language Arts/Reading	10:30	Language Arts/Reading	10:30	Language Arts/Reading	10:30	Language Arts/Reading
11:00	RECESS	11:00	RECESS	11:00	RECESS	11:00	RECESS	11:00	RECESS
11:30	LUNCH	11:30	LUNCH	11:30	LUNCH	11:30	LUNCH	11:30	LUNCH
12:00	Religion	12:00	Science	12:00	Religion	12:00	Religion	12:00	Religion
12:30	Science	12:30	Social Studies	12:30	**MUSIC**	12:30	Science	12:30	Weekly Reader
1:00	Social Studies	1:00	Handwriting	1:00	Science	1:00	Social Studies	1:00	DEAR
1:30	Recess	1:30	Recess	1:30	Recess	1:30	Recess	1:30	Recess
2:00	Handwriting	2:00	**PE HH**	2:00	**PE HH**	2:00	**COMPUTERS**	2:00	**ART**
2:30	**MEDIA**	2:30	**Music**	2:30	Social Studies	2:30	**SPANISH**	2:30	**GUIDANCE**
3:00	Dismissal	3:00	Dismissal	3:00	Dismissal	3:00	Dismissal	3:00	Dismissal

***Language Arts-include Spelling, Journal, Phonics**
***Common Plan Time- Tues. /Thurs. @ 2:00 Thurs. @ 2:30**

St. Vincent de Paul Catholic Elementary School
Daily Class Schedule

April, 29, 2016

Teacher Mrs. Real_____ **Grades** ___2___ **Room 23**_____ **Academic Year**_____

Monday		Tuesday		Wednesday		Thursday		Friday	
Time	Subject	Time	Subject	Time	Subject	Time	Subject	Time	Subject
8:00	Spelling	8:00	Mass	8:00	Spelling	8:00	English	8:00	Spelling
8:30	English	8:30	Mass	8:30	English	8:30	Phonics/Hand.	8:30	Phonics/Hand.
9:00	Reading	9:00	Reading	9:00	Reading	9:00	Reading	9:00	Reading
9:30	Reading	9:30	Reading	9:30	Reading	9:30	Reading	9:30	Reading
10:00	Math	10:00	Math	10:00	Math	10:00	Math	10:00	Math
10:30	Math	10:30	Math	10:30	Math	10:30	Math	10:30	Math
11:00	Recess	11:00	Recess	11:00	Recess	11:00	Recess	11:00	Recess
11:30	Lunch	11:30	Lunch	11:30	Lunch	11:30	Lunch	11:30	Lunch
12:00	Religion	12:00	Phonics	12:00	Religion	12:00	Religion	12:00	Religion
12:30	Science	12:30	Science	12:30	Science	12:30	Science	12:30	Writing
1:00	**MUSIC**	1:00	Social Studies	1:00	**MUSIC**	1:00	Social Studies	1:00	Social Studies
1:30	Recess	1:30	Recess	1:30	Recess	1:30	Recess	1:30	Recess
2:00	Writing	2:00	**GUIDANCE**	2:00	**COMPUTERS**	2:00	**MEDIA**	2:00	D.E.A.R.
2:30	**ART**	2:30	**PE/HH**	2:30	Social Studies	2:30	**PE/HH**	2:30	**SPANISH**
3:00		3:00		3:00		3:00		3:00	

Common Plan Time: Tuesday/Thursday 2:00 Thursday 2:30 (Activity Room)

Curriculum Outline For Grade 2

Language Arts will include the following subjects: Reading, English, Spelling, Handwriting and Phonics.

Reading — McGraw Hill

Reading Units

Unit 1	**Friends and Family**
Unit 2	**Animal Discoveries**
Unit 3	**Live and Learn**
Unit 4	**Our Life Our World**
Unit 5	**Let's Make a Difference**
Unit 6	**How on Earth**

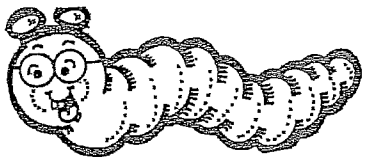
**Please read the tips on the next page if your child is having difficulty reading. Your child should also be reading at home, not just books, but newspapers, magazines, and comics as well. Also, your child will never tire of hearing a parent read to them. What a good role model you can be. Sometimes, to become a good reader you have to hear good reading! Keep encouraging your child to read. Confidence is crucial!!

****Book It** will start in October. This is a Reading program sponsored by Pizza Hut. The children will be reading for a set amount of minutes this year, not by how many books they've read.

****Book Clubs** are also a good way to get books for your child at reasonable prices. If you would like to buy books, please make sure that you write out a check to the book club name, not St. Vincent de Paul.

**We will be writing in our journals during Language Arts. No corrections will be made.

**Phonics will be taught during Language Arts Block.



Reading Suggestions:

1. Whenever someone is having difficulty with reading, have their eyes checked to rule out vision problems.

2. Make a routine when she/he is going to read. Ask her/him where her favorite place is in your house and have her/him read there.

3. Set short goals. Set a timer for 5 min., 10 min. etc.

4. Have her/him read all different kinds of reading material (newspapers, magazines, signs, etc.). Have her/him choose books that she/he has interest in (friendship, animals, mysteries etc.). To know if a book is too difficult for her/him, have her/him read a page out of the book, and if she/he has difficulty with 5 or more words, she/he needs to find a different book.

5. Take time out and read together. We know time is limited, but she/he needs to hear good role models, like yourself, to know what good reading sounds like.

6. To make sure she/he is understanding what she/he is reading, ask her/him some simple questions after she/he has read the book or story. What happened at the beginning, middle and end etc.

7. Build her/his prior knowledge about the book or story before she/he begins to read. If she/he is reading a story about friendship, have her/him tell you who her/his friends are and why they are good friends. Discuss your experiences with her/him.

8. Fold a piece of paper in half and have her/him put it under each sentence so paragraphs don't become overwhelming.

9. Make flash cards of the most frequently used words (a copy is attached).

10. When confronted with big words, have her/him find smaller words within the big word. Have her/him try different vowel sounds to hear if the word sounds right.

11. Look for context clues. Read in front of the word and after the word to help discover the meaning of words that are unfamiliar.

12. Have her/him listen to stories on tape. She/he can also make a tape of a favorite story and then play it to you, another sibling, or to a stuffed animal.

13. Have her/him be a critic of what she/he has read. Did she/he like the story? The characters? Did she/he like the ending? Would she/he change the ending? How would she/he have changed the ending? Have her/him share responses with you.

14. Finally practice!!! Don't be too discouraged. A love for reading develops over a long period of time. If you have any further questions, please contact us at any time!

Grade 2 Word List

about	door	help	mother	school	time
after	down	here	much	sea	today
an	each	hit	must	ship	told
any	eat	hope	myself	show	too
are	end	horse	name	sleep	took
as	fast	house	new	small	tree
ask	father	how	next	snow	try
away	feet	just	nice	some	used
baby	fell	keep	night	soon	very
back	find	kid	now	start	walk
bad	fire	know	off	stay	want
been	first	land	only	still	way
before	fish	last	open	store	week
being	five	left	or	story	well
best	food	little	other	take	went
black	four	live	our	talk	were
boat	from	long	outside	tell	what
both	funny	looking	over	than	when
brother	game	lot	park	that	while
buy	gave	love	playing	them	white
by	girl	mad	put	then	who
call	give	made	read	there	why
candy	going	make	room	they	wish
city	happy	many	said	thing	with
coming	hard	men	same	think	work
could	has	more	saw	three	your
doing	have	most	say		

Grade 3 Word List

again	ever	I'll	own	team
air	every	I'm	party	that's
almost	everyone	it's	people	their
also	everything	kind	person	these
always	eye	knew	place	thought
another	face	lady	ready	trip
anything	family	later	real	trying
around	few	let's	right	turn
because	found	life	running	walking
better	friend	lunch	says	wasn't
can't	front	maybe	should	watch
catch	getting	might	sister	water
children	great	money	someone	where
class	hair	morning	something	which
didn't	half	Mr.	sometime	won
dinner	having	Mrs.	stopped	world
does	head	Ms.	summer	would
don't	heard	never	talking	year
earth	hour	nothing	teacher	you're
even	hurt	once		

Note. *Spelling demons or commonly misspelled words. This list may be photocopied for noncommercial use only.

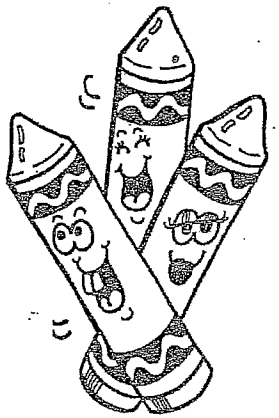
English

English will coincide with Reading. We will be talking about the following topics:

- Sentences
- Writing
- Capitalization and Punctuation
- Nouns and Pronouns
- Verbs
- Adjectives
- ABC Order
- Using the Dictionary
- Listening and Speaking

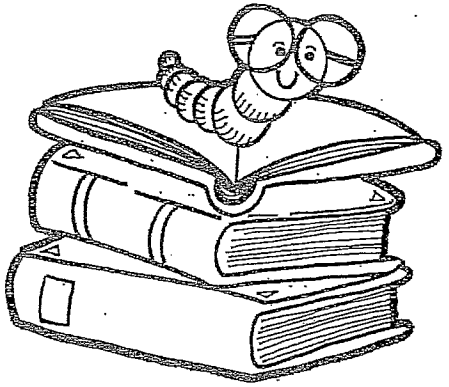
**Students should be able to clearly express themselves orally and in writing. They should be able to write complete sentences. We will be doing a variety of writing such as poetry, stories, ads, opinions, etc. We will be going over the writing process in class.

**Daily Oral Language (DOL) will also be done every morning. Students will correct sentences using editing symbols to add or omit words etc.



Handwriting

The students' handwriting will be monitored throughout the school year. We will be looking for overall neatness in letters and numbers. We will be monitoring their print by looking at size, shape, spacing and slant of their letters on daily assignments.



Spelling Units

Unit 1	**Short a**
Unit 2	**Short e**
Unit 3	**Short i**
Unit 4	**Short o**
Unit 5	**Short u**
Unit 6	**Assessment and Review**
Unit 7	**Vowel Sound: al**
Unit 8	**Consonant Blends**
Unit 9	**Blend: nk, Digraph: ng**
Unit 10	**Short Vowel Sounds**
Unit 11	**Vowel- Consonant-e**
Unit 12	**Assessment and Review**
Unit 13	**Long a: a-Consonant-e, ai, ay**
Unit 14	**Long e: ee, ea**
Unit 15	**Long i: y, i-Consonant-e**
Unit 16	**Long o: o, oa, ow**
Unit 17	**/k/ Spelled c, k, ck**
Unit 18	**Assessment and Review**
Unit 19	**Consonant Blends: l and r**
Unit 20	**Diphthongs: oi, oy**
Unit 21	**Inflectional Endings: -s, -es**
Unit 22	**Inflectional Endings: -ed, -ing**
Unit 23	**Vowel Diagraphs: Long and Short oo**
Unit 24	**Assessment and Review**
Unit 25	**Words Writers Use**
Unit 26	**Diphthongs: ow, ou**
Unit 27	**Contractions**
Unit 28	**r-Controlled Vowel /ar/**
Unit 29	**Digraphs: ch, wh**
Unit 30	**Assessment and Review**
Unit 31	**r-Controlled Vowel or: or, ore, oor**
Unit 32	**Digraph: sh**
Unit 33	**Digraph: th**
Unit 34	**Homophones**
Unit 35	**Compound Words**
Unit 36	**Assessment and Review**

****On Monday, a weekly pretest will be given. If a child gets 100% on the regular list, he/she will be given a challenge list.**

****A Spelling test will be given to the students on Friday. (Thurs. if no school on Friday)**

Religion Curriculum

Be My Disciples — RCL

Unit One	**We Believe Part 1**
Unit Two	**We Believe Part 2**
Unit Three	**We Worship Part 1**
Unit Four	**We Worship Part 2**
Unit Five	**We Live Part 1**
Unit Six	**We Live Part 2**

The sacraments are presented as an encounter with Jesus. Special references to the Sacraments of Initiation and the celebration of the Mass are part of the preparation the second graders will receive this year. The Religious Formation Office will be sending home/e-mailing more information regarding the sacraments of Reconciliation and First Eucharist in the weeks ahead. The text book isn't available on line. However, there is a website that the students can go to and take practice tests before taking the tests in the classroom. The website is bemydisciples.com.

Benziger-Family Life RCL

Unit One	**God's Gift of Family**
Unit Two	**God's Gift of Self**
Unit Three	**God's Gift of Life**
Unit Four	**God's Gift of Love**
Unit Five	**God's Gift of Community**

Benziger Family Life is team-taught. The second graders receive instruction during Religion, guidance, and physical education classes.

Prayers students will practice during the year:

Sign of the Cross [CCC, #1257; cf. 786]

In the name
of the Father,
and of the Son,
and of the Holy Spirit. Amen

Glory Prayer
Glory be to the Father
and to the Son,
and to the Holy Spirit
as it was in the beginning,
it is now, and ever shall be,
world without end. Amen.

Grace Before Meals
Bless us, O Lord,
and these Your gifts,
which we are about to receive
from Your bounty,
through Christ our Lord, Amen.

Grace After Meals
We give you thanks,
almighty God,
for these and all Your blessings
which we have received
from your bounty
through Christ our Lord. Amen.

Guardian Angel Prayer
Angel of God my guardian
dear, to whom God's love
commits me here. Ever
this day be at my side,
to light and guard, to rule and guide.
Amen.

Hail Mary
Hail Mary, full of grace,
the Lord is with you;
blessed are you among women,
and blessed is the fruit of your womb,
Jesus.
Holy Mary, Mother of God,
pray for us sinners
now and at the hour of our death.
Amen.

The Lord's Prayer
Our Father, who art in heaven, hallowed be thy name;
thy kingdom come, thy will be done on earth,
as it is in heaven.
Give us this day our daily bread;
and forgive us our trespasses
as we forgive us those who trespass against us;
and lead us not into temptation,
but deliver us from evil. Amen

Apostles' Creed
(From the *Roman Missal*)

I believe in God,
the Father almighty,
Creator of heaven and earth,
and in Jesus Christ, his only Son,
our Lord,

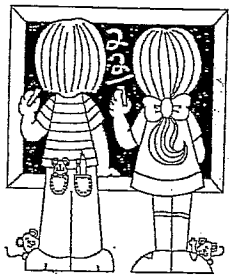
(At the words that follow, up to and including the Virgin Mary, *all bow.)*

who was conceived by the Holy Spirit,
born of the Virgin Mary,
suffered under Pontius Pilate,
was crucified, died and was buried;
he descended into hell;
on the third day he rose again from the dead;
he ascended into heaven,
and is seated at the right hand of God the Father almighty;
from there he will come to judge the living and the dead.

I believe in the Holy Spirit,
the holy catholic Church,
the communion of saints,
the forgiveness of sins,
the resurrection of the body,
and life everlasting. Amen.

Math Curriculum

Math		Sadlier-Oxford
Chapter 1	Addition and Subtraction Facts	
Chapter 2	Place Value to 100	
Chapter 3	Data and Graphs: Using Operations	
Chapter 4	Addition: Two-Digit Numbers	
Chapter 5	Subtraction: Two-Digit Numbers	
Chapter 6	Geometry	
Chapter 7	Money and Time	
Chapter 8	Place Value to 1000	
Chapter 9	Addition and Subtraction: Three-Digit Numbers	
Chapter 10	Fractions and Probability	
Chapter 11	Measurement	
Chapter 12	Multiplication and Division	



In second grade, students will spend a lot of time developing a strong foundation of basic math facts. They will learn to use many strategies, which allow them to become better problem solvers. Many of the concepts the students may be familiar with, but they will be challenged with more difficult problems. Students will learn that there is more than one way to solve a math problem. Students will also be taking timed tests and doing a Simple Solutions lesson daily. Please remember to practice math facts with your child on a daily basis. If your child does not have his/her Simple Solution done for the day, they will have to stay in for recess until it is completed. Math homework will be assigned Tues-Wed. The assignment itself will be practice of what they've previously done, so they should be able to complete it independently. They will need to be responsible for bringing it back the following day. You'll find the assignments in the yellow folders that will be coming home daily.

Dear Parents,

This year my students are going to be spending time daily practicing and learning the math facts, beginning in the operation of addition. Our class will keep working on these facts until everyone knows all the facts in this operation instantly, without any pause before answering. We will be using a program called ***Mastering Math Facts***. It will take only a few minutes each day of class time, but students will keep working until they have mastered all the facts. A fact is mastered when it can be answered instantly, without any pause. ***Mastering Math Facts*** is unique because it teaches only 2 facts and their inverses on each page. The program allows each child to go at his or her own pace, taking as many days to master those two facts as needed. Students are given an opportunity daily to show they have learned a set of facts by passing its test. Once students "pass" a set of facts, they color in the letter for that set on their "Rocket Chart."

You can help your child progress and learn faster by practicing at home the same set of facts your child is learning at school. Any day your child does not pass a set of facts he or she will have that day's practice sheet to bring home as homework. It will help a great deal if you will practice with your child for five minutes with that sheet.

Here's how we recommend you practice. Your child should have the top half of the day's practice sheet (without answers written in) in front of himself or herself. If the answers have been written in, then your child will need to write out the facts without answers on another sheet of paper, but copying the first row will be enough for practice purposes. Work only on the top half of the sheet.

Have your child read each fact aloud and then say the answers to you. If you hear either the slightest hesitation or an error on one of those facts, give your child some extra practice on that fact. The best way to give extra practice is to begin by immediately giving your child the correct answer, then ask him or her to repeat the problem and the answer once more. Next, back up three problems and have your child begin again. If there is no hesitation or mistake when the problem is reached this time, be sure to praise your child and let him or her continue.

Work until finishing the top half of the page, but no more than five minutes in one session. If you wish to do a second session, wait at least an hour, or try it again in the morning. When memorizing facts, two short sessions hours apart are far more helpful than one long session. Your child's hard work should pay off in "passing" within a very few days. Then the next set will be assigned and practice can begin again. Each practice and test sheet is cumulative, including all the facts learned so far.

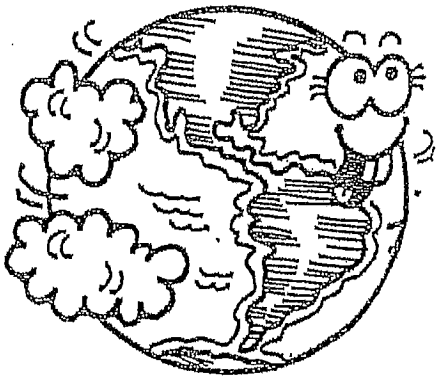
Learning all the facts in a given operation is a lot of work, but future success in math is dependent upon knowing facts so well that the answers come automatically without much thinking. Especially in a world of calculators, being able to compute math facts mentally is needed just to know if the calculator answer is correct. You can also help by sharing with your child the importance of learning math facts. Thank you so much for your support of this critical learning goal. I will keep you notified of your child's success in this important task.

Social Studies Curriculum

We Live Together — Macmillan/McGraw Hill

The social studies curriculum meets the national standards for social studies teachers.

Our Community:	urban, rural, suburban communities rules we follow transportation and communication changes over time
All About Earth:	geography, land forms maps/globes seasons Earth's resources
Our Past:	Native Americans westward expansion Civil War pioneers and immigration
All About Work:	economics producers/consumers products/services technology
Our Government:	leaders in our community, state, country government workers
Current Events:	Weekly Reader



At the end of each Unit, students will take a test. A study guide will be sent home with each child a few days prior to the test to help review the material.

Science Curriculum

Science **HMH**

Unit 1: Engineering Design Process

Unit 2: Matter

Unit 3: Environments for Living Things

Unit 4: Earth's Surface

Unit 5: Changes to Earth's Surface

In science, students will learn how to develop a hypotheses, observe using their senses, experiment, and discover new things. They will use many process skills such as observing, measuring, classifying, comparing, concluding, and communicating while experimenting. Students will be reading from a textbook as well as nonfiction books about the concepts presented in the chapters. At the end of each chapter students will take a test. A study guide will be sent home with each child a few days in advance to help review for each test.

Together We Build

I dreamed I stood in a studio
And watched two sculptors there

The clay they used was a child's mind
And they fashioned it with care

One was a teacher, the tools he used
Were books, music, and art

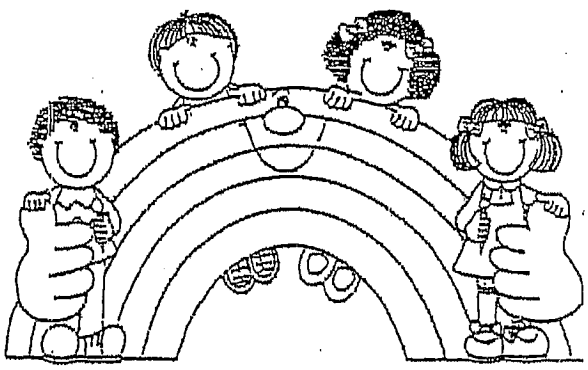
The other, a parent, who worked
With a gentle, loving heart

Day after day the teacher toiled
With touch that was deft and sure

While the parent labored by his side
And polished and smoothed it over

Until at last their task was done
They were proud of what they had wrought

For the things they had molded into the
Child could neither be sold or bought

But each agreed he would have failed
If he had worked alone

For behind the teacher stood the school
And behind the parent, the home.