

May & June Scope & Sequence 2010 - 11 Grade Two Mrs. Henderson & Mrs. Trotin

Language Arts	Mathematics	History	Science	Character Education	Community Service
<p>Reading Street Unit 5 Responsibility continued •Unit 6 Traditions</p> <p>•Writing •Review writing techniques •Review contractions and personal pronouns Using and punctuating dialogue</p> <p>Poetry •Rudolph is Tired of the City •Stories •Before Breakfast (Charlotte’s Web) •Assessment •Reading Street Assessment: End of units</p> <p>Core Knowledge <u>Homework: What Your Second Grader Needs to Know Savings</u> You can’t teach an old dog new tricks A dog is a man’s best friend Poetry – p. 18 There was an old man with a beard There is a young lady whose nose</p> <p>Over the summer: Take frequent trips to the library. Read each day for fun, for</p>	<p>Harcourt Brace Think Math Chapters 12 - 16 •Measurement •Capacity, weight/mass, and temperature Inches, feet, yards •Explore nonstandard and standard units of measurement •Exploring multiplication & Division •Comparing and contrasting three-dimensional figures</p> <p>Facts: Know through plus and minus, up to tables of 12</p> <p>Assessment Chapter Tests</p> <p>During the summer, review the math facts. Just three (3) a night will make you stars!</p> <p>Practice the math facts and your penmanship <u>every day.</u></p> <p>Practice daily to master the basic addition and subtraction facts.</p>	<p>Ancient Greece</p> <ul style="list-style-type: none"> • Crete and King Minos • Sparta • Persian Wars • Athens • Olympic Games • Gods and Goddesses • Great Philosophers: Socrates, Plato, Aristotle • Alexander the great • Aesop’s Fables • Greek Myths <p>Geography</p> <ul style="list-style-type: none"> • Mediterranean Sea • Aegean Sea • Crete • Sparta • Athens <p>CKS Homework Read Myths from Ancient Greece p. 17-71</p> <p>Family Service Suggestions: Enjoys summer as a family.</p> <p>Appreciate the abundance of plant and animal life during this season Construct the Great Wall of China in the sand while at the beach.</p>	<p>All the information for this project/report is contained in this Scope & Sequence. <u>Please save it.</u> Insects; This month (May) your child will be writing a report on an insect of choice. The project is to research a question and then write a report on an insect. There are separate sheets on this month’s project that are attached to this scope. Included are the grading rubric that we will use to grade the project and the long range planner. Please put both in a safe place after reviewing with your second grade child. Please follow the time line. It will be impossible to complete this project on the last night. (Spiders are not insects so the report can not be done on spiders.)</p> <p><u>The project is due on Friday, June 3. Your child has 5 weeks to complete this project. It cannot be done in one week. Please help your child</u></p>	<p>May: Justice <u>Week 1</u> Friendship Make new friends (over the summer) but keep the old. <u>Week 2</u> Loyalty <u>Week 3</u> Generosity <u>Week 4</u> Patriotism.</p> <p>June: Fortitude <u>Week 1</u> Courage <u>Week 2 & 3</u> Perseverance</p> <p><u>Summer Reading</u> (Moved here to conserve paper) Your child should read daily for 30 minutes during the summer. It takes 4 years to be a good reader. Practice helps them to increase their ability to understand what they have read, to make connections to the real world, increase recall abilities (remembering facts) and to become better readers.</p> <p>(It’s also a great calming activity.)</p>	<p><u>READ TO FEED program.</u></p> <p>Second grade will be participating in Heifer Project International’s “Read To Feed”. Each student will get friends and family to sponsor them as they read books. A “book” is one complete picture book OR one complete chapter of a chapter book. Children will begin reading this week and read until the end of the third week in May. 4/25 – 5/20. This can take the place of their nightly reading logs. Please return all monies and sheets on Monday, May 23rd. We need to tally the money, tally the books, choose the animals that we wish to purchase and then send all into Heifer.</p> <p>Please check out the Heifer Project Read to Feed site (www.readtofeed.org) for more information on how this organization helps hungry, struggling families around the globe through the gift of livestock and animal</p>

<p>pleasure, and for information.</p>		<p>Keep a summer journal with all family members adding to your family's summer history. Visit the zoos, the Museum of Science, Plymouth Plantation, Harvard Museum of Natural History, The Butterfly Museums, The Worcester Art Museum</p> <p>Please return all Core Knowledge "What You Second grader Needs to Know by Tuesday, May 31. If you do not return the book then you will be responsible for paying or purchasing a new edition.</p>	<p><u>to follow the suggested guidelines for writing the report.</u></p> <p>Topics to be covered in May & June The life cycle of butterflies, moths, and insects.</p> <div data-bbox="1056 435 1327 493" style="border: 1px solid black; padding: 2px;"> <p>Family Service Suggestions</p> </div> <p>Try to observe and identify insects in your back yard. Keep a chart. Visit the library to find informational books to help you identify the insects on your chart.</p> <p><i>Insects</i> Amazing Insects by Lawrence Mound The Big Bug Book by Marjorie Facklam It's A Good Thing There Are Insects by Allan Fowler</p>		<p>husbandry education. Again the web site is: WWW.readtofeed.org</p>
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For Your Information only – This is the scoring rubric that we use to grade the report.
Insect Report Rubric

Name: _____ Insect: _____



Insect Report Grading Rubric



Teacher Comments

	Background information
	Complete sentences
	Neatly written
	Report has a cover
	Illustrations/life cycle diagram
	Bibliography of reference materials
	Spoke clearly
	Shared information in a serious, professional manner
	Answered the question
	Paragraphs followed a logical order

SECOND GRADE INSECT REPORT

Due: Friday, June 3, 2011

The second graders are ready to use their writing skills to research and write an informational report about insects. First, the children should research insects until they find one that interests them. They should then choose a particularly interesting fact about that insect and write it in question form. For example, “I wonder how the preying mantis defends itself?” or “I wonder what an army of ants does on a march?” or “I wonder what causes the noise that a fly or mosquito makes?” (Remember that these are just examples. The children will come up with interesting questions of their own.)

*The report should begin with a cover that includes an illustration of the insect of choice, the title, the child’s name and the date. The report should end with a bibliography detailing where the information was found. (Name of books, magazines, encyclopedias, web sites, software, videos or DVDs, including the author when applicable.) More than one source of information must be used and at least one source must be a book, preferably one at the child’s independent reading level. Please limit the use of images/diagrams off the internet to one and use alternate sources for research. Pay particular attention to helping your child glean information from the sources and then write the report **in his/her own words**. Paragraphs should be organized as follows:*

Paragraph One: *Introduce the insect and give background information: Where does it live?, What does it eat?, Who are its enemies?, etc. Describe its life cycle.*

Paragraph Two: *Ask the “interesting question” and tell why you chose this question-why is it important?*

Paragraph Three and/or Four: *Focus on details that answer the question.*

Paragraph Five: *Conclusion paragraph, including a statement about your experience learning about your insect and writing your report. Did you enjoy it? What did you like most about it?*

All paragraphs should follow the model that we have worked on all year: A topic sentence, detail sentences and a conclusion sentence for that paragraph. This project needs to be carefully planned out. A long-range planner is attached to help with the research report. Please review the planner with your child. Work with your

child to make sure that she/he checks off each step as it is completed. The report must be written by your child in her/ his own handwriting. The children will be reading their reports to the class so they should practice this at home. Complete sentences, correct spelling, correct punctuation, and neat penmanship are expected from all students. (Check the rubric.)

At this time, the children really are able to write a simple report with minimal guidance for research and editing. These early projects will set the stage for further learning as we teach the skills to successfully plan and complete a report. **This report will constitute a major part of their writing and science grade for this term.**

Long Range Planner

Week 1:

- Research insects and choose one for your report. (Please don't choose butterflies because we are studying them in depth at school.)
- Find at least one book at home or at the school or town library about your insect. This book should be one you can read independently and can not be an encyclopedia. You should also find at least one other source, which can include an encyclopedia as well as other sources.
- Find a fact that interests you about this insect and write this fact in the form of a question. (See above for examples.)
- Tell a parent about your interesting fact and bring your question written down to school for discussion.

Week 2:

- Gather the information you will need to write your report: read, jot down helpful information, do all your research.
- Think about the best way to organize the information you would like to include in your report. Start by writing your introductory paragraph.
- Write a first draft of your entire report. Make sure you do not copy directly from any of your sources.

Week 3:

- Read this copy out loud to an adult. Does it make sense? Is each paragraph written clearly, with a topic sentence, detail sentences and a conclusion? Does it say what you want it to? Did you answer the question? What can you change to make your report better or more interesting? Make any corrections you need to.
- Edit the report for spelling, capitalization and punctuation.
- Copy your report onto white lined paper using your very best handwriting.

Week 4.:

- Draw a diagram and/or illustrations to go with your report. One of these should show the life cycle of your insect. This is separate from the cover illustration.
- Write out your bibliography, listing the books and other sources you used for your report.
- Make a cover for your report including an illustration, a title, your name and the date.
- Show your final report to a grown up to check for any last corrections.
- Bring in to school on **Thursday, June 2 or Friday June 3**

There is 1 extra week that can be used to review, rewrite, and practice reading your report aloud. Sharing your report in a serious manner is part of your grade. Please remember that you must write the report in your own handwriting. You may type a copy but this is only to help you to read your report to the class.

Enjoy the process and let me know if you have any questions!

You can't teach an old dog new tricks.

This saying means

A dog is a man's best friend.

This saying means

Specialists Grades K-2
Mr. Niebels, Mrs. Canning, Ms. Wolfe,
Mrs. Simpson, Mrs. Burke, Mrs. Schaefer

Core Knowledge Music	Core Knowledge Art	French	Physical Education	Library
<p>Kindergarten Singing:</p> <ul style="list-style-type: none"> • Rounds -Oh, What a Day, O, Be Joyful, • Gamesongs(Farm Songs) - Oats and Beans, Bluebird, Garden song, Riding of a Goat, Butterfly • Patriotic Songs - You're a grand Old Flag, America, America, the Beautiful <p>Students will learn farm and folk music and dances. These activities build skills in coordination, social interaction, comprehension of form, steady beat and expression.</p> <p>Students will also continue to play instruments together learning songs and how to work as an ensemble. Key elements to focus on will be dynamics, tempo and reading rhythmic musical notation.</p> <p>1st Grade Singing:</p>	<p>Kindergarten Observe: <i>The Mixed-Up Chameleon</i> by Eric Carle. Discuss: Animals, color, texture, and shape. Create: A picture of an animal inspired by the book using sharpies and watercolor paints.</p> <p>Observe: <i>Flood Fish</i> by Robyn Eversole. Discuss: Different types of fish, color, pattern, and texture. Create: A unique fish with construction paper, oil pastels, and tempera paint.</p> <p>1st grade: Complete house collage with crayon rubbings.</p> <p>Observe: Examples of different types of pottery. Discuss: Functional and non-functional art work. Create: A textured pinch pot using air dry</p>	<p>Kindergarten</p> <ul style="list-style-type: none"> • Practice circle phrases and add questions • #'s 1-100 orally • Review Reading and Spelling of Colors and Numbers 1-100 • Use clothing vocab to guess who I am describing • Answer questions about Days of the Week and Months Song • Practice writing the date each class using day, month and numbers • Use Vocab to play Lotto, concentration • Review Weather, FamilyVocab • Color by Number papers to utilize vocab • Use marker Boards to practice writing vocab <p>First Grade</p> <ul style="list-style-type: none"> • Introduce food vocabulary words, copy and sketch each one on their paper • Working with partners, review spelling numbers, colors and days • Use matching games about family and animals to practice reading and comprehension of vocab we are studying • Each class to retain what they 	<p>K-8 VOLLEYBALL/BADMINTON ACTIVITIES</p> <ul style="list-style-type: none"> • Introduction to volleyball and badminton. • Activities that promote hand eye coordination. • Activities that teach strategies and skills to play these games. • K-5 children will participate in games and activities that are modified to the grade and skill levels • 6-8 When children in these grades can demonstrate the knowledge and skills necessary they will participate in volleyball and badminton games. <div style="border: 1px solid black; padding: 2px;"> <p>NOTE: We will continue to finish the second round of The BFCCS Personal Fitness Challenge for grades 3-8.</p> </div>	<p>Kindergarten: <u>Ocean Unit</u> - Discuss different types of boats, - Read/discuss <i>Dory Story</i> and <i>Going Lobstering</i> by Jerry Pallotta, <i>Down to the Sea with Mr. Magee</i> by Chris Van Husen as well as other stories</p> <p>- Reinforce concepts of fiction and non-fiction</p> <p>Grade 1: Fairy Tales from Around the World - Travel to different countries via fairy tales: while each culture and geographic region of the world has its own body of folk tales and fairy tales that it considers "its own," certain themes and motifs tend to be repeated across many cultures and time periods; compare and</p>

<ul style="list-style-type: none"> • Rounds -Oh, What a Day, O, Be Joyful, • Gamesongs - Oats and Beans, Bluebird, Dairy Key, Wind the ball • Patriotic Songs - You're a grand Old Flag, America, America, the Beautiful <p>Students will learn to distinguish tone colors of instrument families and individual instruments by listening to a variety of musical works.</p> <p>Composer/Artist study - Louis Armstrong. Students will learn about the musician, about jazz origins, and the art of improvising.</p> <p>2nd Grade Singing:</p> <ul style="list-style-type: none"> • Rounds -Oh, What a Day, O, Be Joyful, Music Alone Shall Live • Folk/classic songs - Old Dan Tucker, Do-Re-Mi, When Johnny Comes Marching Home • Patriotic Songs - You're a grand Old Flag, America, America, the Beautiful, Star Spangled Banner, This Land is Your Land 	<p>clay and paint.</p> <p>Observe: Different types of birds. Discuss: Environment, color, line, and texture. Create: A unique bird and the environment it lives in using oil pastels and watercolors.</p> <p>2nd grade Complete creatures inspired by <i>Where The Wild Things Are</i>.</p> <p>Observe: Marc Chagall's <i>I and the Village</i>. Discuss: Abstract art, color, shape, balance, and contrast. Create: A drawing inspired by Chagall's work using oil pastels.</p> <p>Observe: Shields from around the world. Discuss: The function or purpose of a shield, material, symbolism, and pattern. Create: Two paper shields decorated with patterns and symbols of objects that the students love and fear.</p>	<p>know we review reading of colors, #'s, days and months, weather, classroom, and clothing vocab through conversation, activities, writing</p> <ul style="list-style-type: none"> • Start new song The More We Get Together • Continue classroom journals with simple 2 - 3 line entries with the date, answering questions, and using vocab we are learning <p>Second Grade</p> <ul style="list-style-type: none"> • Introduce school subjects and sketch a picture to represent each • Practice adjectives to go along with Etre to form sentences • Review time using clocks • Pass ball around using sentence starters such as "I like" and finish sentence with food words, animals, colors etc or "I am wearing..." • Reading Daily in Second Grade Vocab books to retain and build on what they know- as a class, in small groups, in partners or individually • Weekly conversation and written review of vocab including colors, #'s, calendar, animals, clothes and more! • Continue independent journal entries with writing the date, the time, the weather, and answering questions on the board 	<p>Please remind your children to dress appropriately for PE class. We have officially moved back outside for the spring.</p> <ul style="list-style-type: none"> • Children should dress in layers. • Children in grades 3-8 should be prepared for the 12 min walk/run on pe days. • Sneakers are required on PE days. <p>Character Education</p> <p>The P.E. program lends itself very nicely to the character education pillar of our school. We spend a lot of time demonstrating, and acknowledging sportsmanship, self-control, patience, playing fair, and the encouragement and respecting of teammates and classmates. The opportunities to have these discussions and demonstrations are endless at all grade levels.</p>	<p>contrast same.</p> <p>Grade 2: Bill Peet Author Study Learn about the author/illustrator Bill Peet; discuss his zany characters; read <i>The Whinghingdilly</i>, <i>Chester the Worldly Pig</i>, & <i>Big Bad Bruce</i>, <i>The Wump</i> to name a few; create a Powerpoint presentation together.</p>
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<p>Listening/Appreciation:</p> <ul style="list-style-type: none"> • Symphony No. 6 ("Pastorale") by Beethoven - focus on expression, tone colors, identifying orchestral instruments • Toccata for Percussion by Chavez • Rondo alla Turca by Mozart <p>Students will explore expressive movement as well as organized dances.</p> <p>Students will learn to play together as an ensemble, reading 3 to 5 note melodies and separate rhythmic parts.</p>		<ul style="list-style-type: none"> • During monthly singing, practice song about prepositions and review others <p>Start to read and discuss class set of books called France and French about the culture, history and geography of La Belle France!</p>		
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