



HUNTLEY 158 LEARNING GUIDE



ABOUT THIS GUIDE:

This guide was developed to provide families and caregivers with the information and tools they need to support their children socially and academically in school by highlighting the important work and learning of the grade. With these Guides, families can engage more deeply in their children's education, advocate for them, and build partnerships with their teachers - thus developing the strong bond between students, families, and teachers that ensures kids thrive.

GRADE 2

WHAT YOU WILL FIND IN THIS GUIDE:

- *What Your Child Should Know & Be Able To Do*
- *Everyday Activities to Support Learning at Home*
- *Understanding Education Words*

EXPECTATIONS FOR LITERACY



WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

Learning to read and write:

- Match letters and sounds to sound out, and write most words. Students should be able to accurately decode and write most commonly spelled one and two syllable words, words with common vowel teams, and words with common prefixes and suffixes (un-, re-, dis-, -y, -ly, -ful, -less.)
- Read and reread decodable texts and words/sentences independently so that the reading is smooth and automatic; reading between 90-110 words per minute on a second grade passage, with 95% accuracy, by the end of the year.
- Write complete sentences, with correct spelling, capitalization, and punctuation.
- Write and speak with appropriate grammar for second grade: nouns and pronouns, regular and irregular verbs, adjectives and adverbs, and simple and complex sentences.

Learning about the world through text:

- Ask and answer questions about stories and texts to demonstrate an understanding of story elements or key ideas.
- Use key details from illustrations and text to determine the central message or the main idea.
- Figure out the meaning of unknown words by using context clues, root words and affixes, (for example: when a prefix or suffix is used - “happy/unhappy,” “pain/painful/painless”), and use knowledge of individual words to determine the meaning of compound words (for example: lighthouse, bookmark).
- Show something new they have learned from a text or about a topic through conversation, collaboration with peers, and writing.
- Write to explain new learning, express an idea or opinion about a topic, or describe a personal experience. Second graders should include an introductory sentence, supply reasons, examples or details to support their topic, and include a concluding sentence or section.



HOW TO SUPPORT LEARNING AT HOME:

- **Read aloud** to or with your child. Have “book talk” conversations, asking them to summarize the important ideas in their own words. See if they can show you which parts of the text helped them gain this information.
- **Listen to your child read and reread text.** Do they move from decoding words sound by sound to reading that is smooth and clear? Don’t have your child simply look at pictures and guess if they get stuck. Make sure they are working to sound out words that contain sounds and spellings they know.
- **Use closed captioning.** Turn on the closed captioning while watching TV to allow your child to read along.
- **Pick a topic to learn more about together!** Read books, look online, do things together. This helps build knowledge and a love of learning.
- **Encourage your child to use writing regularly in the real world.** This could include helping write notes and grocery lists, as well as writing in a journal or in a notebook. They could write stories they come up with on their own, or write about their own experiences they have had or something new they learned.

ALL STUDENTS ALWAYS

EXPECTATIONS FOR MATH



WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

- Solve addition and subtraction word problems with one or two steps. (**For example**, a “one-step” problem would be: “It rained for 12 hours on Monday and 22 hours on Tuesday. How many hours did it rain during both days?” and a “two-step” problem would be: “The bus driver let 32 kids on the bus. 15 kids got off the bus. 13 kids got back on. How many kids are on the bus now?”)
- Add and subtract within 20 both flexibly and efficiently using a quick mental strategy such as counting on, making a ten, decomposing a number, and using the relationship between addition and subtraction. Students who can add and subtract single digits fluently transfer those skills into solving multi-digit addition and subtraction problems more easily.
- Understand what the digits mean in three-digit numbers. (The number 342 refers to 3 hundreds, 4 tens, and 2 ones.)
- Use an understanding of place value to add and subtract larger numbers (811 – 367).
- Measure and estimate length in standard units. (**For example**: inches, feet, centimeters, meters.)
- Solve addition and subtraction word problems involving length. (**For example**: “The pen is 2 cm longer than the pencil. If the pencil is 7 cm long, how long is the pen?”)
- Recognize and draw shapes with specific attributes. (**For example**: with a given number of angles or faces.)
- Work with equal groups of objects to gain foundations for multiplication, including determining whether groups of objects have odd or even members or using repeated addition to find the total number of objects.



HOW TO SUPPORT LEARNING AT HOME:

- As children engage with their world, ask **one and two-step addition and subtraction** problems.
 - **For example, One-Step:** Today we are going to drive 15 minutes to the store and then we will drive another 30 minutes to Grandma’s house. How long will we be driving in the car?
 - **Two-Step:** You picked up 35 toys from your room. 5 of them were cars and 12 of them were stuffed animals. The rest of the toys were Legos. How many Legos did you pick up?
- **Practice addition.** Add ones and ones, add tens and tens, and add hundreds and hundreds for problems like $413 + 181$. ($400 + 100 = 500$, $10 + 80 = 90$, $3 + 1 = 4$; $500 + 90 + 4 = 594$.)
- **Play 2 or 3-digit Top-It or Number Compare with cards at home.** Each person makes a two or three-digit number using cards drawn. The person with the highest number wins and takes all the cards. Practice decomposing the numbers such as $346 = 300 + 40 + 6$.
- Have your child use a measuring tape to **measure objects around the house**. Use addition to add up the totals of the lengths of the objects, or subtraction to find the difference in the lengths.
- **Work with time and money as you add and subtract.** Solve problems using dollars, quarters, dimes, nickels and pennies. Tell and write time from analog and digital clocks and use that to add up time (see the one-step problem above).

ALL STUDENTS ALWAYS

CHARACTERISTICS OF A SUCCESSFUL LEARNER IN SECOND GRADE



WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

- **Identify and manage emotions and behavior. This looks like:**
 - Describing how various situations make you feel and recognizing that feelings change throughout the day.
 - Demonstrating ways to deal with upsetting situations & an awareness of how your behavior affects others
- **Seek help when needed. This looks like:**
 - Identifying when to problem solve independently and when to seek help from trusted adults or peers
- **Demonstrate respect for others & work collaboratively with peers. This looks like:**
 - Understanding others' feelings and others' point-of-view.
 - Understanding that others may feel differently from you about the same situation
 - Demonstrating the ability to listen to others thoughts and ideas and come to consensus
- **Make responsible decisions academically and socially by following expectations. This looks like:**
 - Explain why it is important to treat others the way you want to be treated
 - Evaluating strategies to promote school success (For example identifying distractions, managing stress, organizing tasks).
- **Is attentive and participates during instruction. This looks like:**
 - Listening when someone is speaking.
 - Engaging in the activity that is expected at the time.
- **Effectively solves social conflicts. This looks like:**
 - Taking responsibility when it is appropriate
 - Recognizing various ways to solve conflict

See [ISBE's learning expectations](#) for additional ideas.



HOW TO SUPPORT THESE SKILLS AT HOME:

- Give many opportunities for decision making and deciding what your child would do in particular situations.
- Limit screen time. The American Academy of Pediatrics recommends no more than 1.5 hours of total screen time each day. Studies have shown that excessive screen time can lead to emotional dysregulation and negatively impact academics (*Ed. Tech 2023*).
- Assign responsibilities and tasks that can be carried out, and then praise efforts and accomplishments.
- Encourage appropriate social interaction.
- Talk about emotions and problem solving skills.
- Set reasonable limits, offer explanations of limits, and stay consistent with consequences when limits are broken.
- Discuss appropriate responses (problem solve) *before* conflicts occur.
- Reinforce, praise and encourage positive behavior.

EXPECTATIONS FOR SPECIALS



EXPECTATIONS IN ART:

- **Create** art with a variety of materials safely and responsibly.
- **Use basic vocabulary** to discuss with peers choices made when creating artwork.
- **Identify** the mood of an artwork.
- **Demonstrate** an understanding of Primary, Secondary, Warm and Cool Colors.
- **Identify** and uses a variety of different types of lines in their artwork (vertical, horizontal, diagonal, wavy, zig-zag, etc.)



EXPECTATIONS IN MUSIC:

- **Perform** for an audience and purpose.
- **Improvise** through singing, movement, classroom percussion instruments and body percussion.
- **Create** and perform melodies (focusing on Do-Re-Mi-Sol-La) and rhythms (introducing half and whole notes.)
- **Examine** how the elements of music give clues to a composer's intent.
- **Explore** the cross-curricular relationships between music, other arts, and the world around them.

EXPECTATIONS FOR SPECIALS



EXPECTATIONS IN PHYSICAL EDUCATION:

- **Perform** the locomotor skills of running and skipping using correct form.
- **Use correct form** in an underhand throw and continue to develop catching, dribbling a basketball, and striking a ball with a short paddle.
- **Demonstrate** movement using various pathways, and relationships such as over/ under and in front of/ behind.
- **Accept** feedback from the teacher and work cooperatively with partners in class.
- **Identify** activities that contribute to fitness and use the body as resistance (planks.)



EXPECTATIONS IN EXPLORE:

- **Use** scientific reasoning to ask questions, make observations, and investigate ideas to acquire knowledge of phenomena and solve problems: Collaborate and communicate effectively for specific purposes.
- **Explore** the sequential nature of computer programs through hands-on activities, develop an understanding of computer science, and design and program a game in Scratch Jr. using sequences, loops, triggers, and other programming blocks.
- **Discover** how the surface of the Earth is always changing, learn about different types of maps and information they include, and investigate the different forces that shape the surface of the Earth and design solutions to limit the impact of erosion on a fictional community.
- **Investigate and classify** different kinds of materials by their observable properties, including color and texture, and heat conduction, learn about states of matter and properties of materials, discover which materials are good insulators and which are good conductors, and then design a prototype to keep an ice pop frozen for at least 30 minutes.

EDUCATION WORDS IN SECOND GRADE



Phonemic Awareness

If a child has phonemic awareness, they possess the knowledge of individual phonemes (sounds of a language = phonemes). With this knowledge of individual phonemes, they are able to recognize and manipulate the sounds within words. For example, knowing that the word 'bat' starts with a /b/ sound and also knowing that if we change the /b/ to an /m/ it becomes 'mat' indicates that a child has phonemic awareness of the sounds /b/ and /m/. They understand that these are different sounds in their language and that sounds can be manipulated to produce new words.

Phonics

Students use the relationship between the letters in written language and the individual sounds in spoken language in order to read and spell words. The process of converting printed words into spoken words is called **decoding**. This involves looking at a word and connecting the letters and sounds and then blending those together to make a word.

Blending

In *Phonemic Awareness* blending sounds into words is not done with letters. It is all auditory. A child takes individual phonemes and combines them to create a word (for example: /s/ /c/ /r/ /a/ /p/ = scrap.)

In *Phonics* blending happens when a student looks at each letter or pattern of letters in a word and puts those sounds together to read the word.

Segmenting

In *Phonemic Awareness* segmenting words into sounds is not done with letters. It is all auditory. It is the reverse of blending - breaking apart words into their phonemes (for example: graph /g/ /r/ /a/ /f/.)

In *Phonics* segmenting happens when a student is able to break a word apart into individual sounds and identify which letter makes each sound. There is a strong relationship between a child's ability to segment sounds and their ability to write since "sounding out" a word involves breaking apart the sounds and putting the corresponding letter down on the paper.

Decodable

Decodable texts are those that are connected to sound and spelling patterns that have already been taught, so most words the students read will be ones they can decode based on what they have been taught. (For example, students who have learned the sounds /a/, /s/, /p/, /l/, and /t/ can decode "splat.")

ALL STUDENTS ALWAYS

EDUCATION WORDS IN SECOND GRADE



Fluency

Fluency is the ability to read with speed, accuracy, and proper expression that shows comprehension of what is being read.

Irregular Words

Irregular words contain one or more sound/spelling correspondences that are not pronounced conventionally (not following a known phonics pattern) and therefore, decoding cannot be used to read the word. For example, the word *said* is irregular because it does not follow a common phonics pattern. These sometimes may be referred to as “heart words” since there are parts you need to know by “heart” and cannot sound out. (For example, in the word *said*, you need to know the *ai* by heart since it cannot be sounded out by traditional means.)

Developmental Spelling (sometimes referred to as inventive spelling)

Using spelling attempts based on letters that the child knows to represent each sound. Accurate spelling is less important than ensuring that your child is using what they have been taught, and building up their ability to sound out words when writing.

Math Strategies

A variety of methods a student may use to add and subtract effectively and efficiently. Students in second grade may use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Compose

To make a new unit from 10 of the next smallest unit. For example, compose a ten from 10 ones.

Decompose

To break a unit into 10 of the next smallest unit. For example, decompose a ten into 10 ones.