



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS



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PARENT CURRICULUM GUIDE



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GRADE

2



How to Use the Parent Curriculum Guide:

This guide gives you the tools you need to support your child at home. In this booklet, you'll find strategies based on the DCPS curriculum to help your child meet his or her learning goals. You'll have a better understanding of what your child is learning in school and how you can further learning at home.

What You Can Do:

You play a very important role in your child's academic performance. Here are some things you can do to support learning at home:

- ▶ Let your child know that education is the foundation for success.
- ▶ Know what your child is expected to learn in the 2nd grade.
- ▶ Help your child set high short-term and long-term academic goals.
- ▶ Provide a designated time and location to complete homework.
- ▶ Talk to your child about what is happening in school and constantly monitor progress.
- ▶ Advocate for your child.
- ▶ Share your child's strengths with your child's teacher.

Questions to Ask Your Child's Teacher:

When speaking with your child's teacher about academic progress, here are a few questions you may want to consider asking:





















- ▶ What are the learning goals? Can you show me examples of student work that meets the learning goals?
- ▶ May I see an example of my child's work? How does it or doesn't it meet these learning goals?
- ▶ Is my child at or above grade level, what extra support is available? What can I do at home?
- ▶ What classroom routines do you have that should also be used at home?
- ▶ What kinds of questions could I ask my child on a daily basis about your class?

Talking to Your Child:

Good conversations help our children see that we are interested in their lives. Here are a few conversation starters you may want to consider asking

- ▶ Tell me about the best part of your day.
- ▶ What was the hardest thing you had to do today?
- ▶ Can you show me something you learned today?
- ▶ What books are you reading in school? Describe your favorite character? Why do you like that character?
- ▶ What do you think you should do more of at school? What do you think you should do less of? Why?

WHAT MY SECOND GRADER IS LEARNING

	ENGLISH LANGUAGE ARTS 	MATH 	SCIENCE 	SOCIAL STUDIES 
FALL 	<p>Students learn that plants have different features to support their growth process and they depend on other living things to nurture this. They explore how plants can be an important food source and make the environment beautiful.</p> <p>• • •</p> <p>Students learn the science behind extreme weather and how extreme weather affects individuals and communities.</p> <p>• • •</p> <p>Students learn that technology can be used to solve problems and make people's lives easier, how technology has changed over time from past to present, and that technology will continue to change as the times change, and new problems need to be solved.</p> 	<p>Students will add and subtract within 100 using place value strategies and measure lengths of objects.</p> <p>• • •</p> <p>Students will understand place value of three-digit numbers and use comparison symbols (<, > or =) to compare three-digit numbers.</p> 	<p>Students will engage in scientific investigations and investigative phenomena to explore how animals and plants need and depend on each other.</p> <p>• • •</p> <p>Students will engage in scientific investigations and investigative phenomena to explore the properties and states of matter and changes form heat.</p> 	<p>Do communities matter? Students examine what it means to be a citizen, both as a member of their school and as a member of the larger community.</p> <p>• • •</p> <p>Why does the government matter? Students identify laws, rules and consequences, both in the classroom and in the United States, and discuss their importance.</p> 
WINTER 	<p>Students learn that there are different landforms found on Earth that have different attributes that can change from natural causes. Maps can be used to identify different landforms on earth, and Earth's landforms affect living things in their environment.</p> <p>• • •</p> <p>Activism means fighting for change or for what you believe in. Anyone who takes committed action to cultivate social, political, or environmental change in their community can be an activist. Students work as a community to determine local issues to advocate for change.</p> 	<p>Students will add and subtract within 1000 and solve word problems with numbers to 100.</p> <p>• • •</p> <p>Students will identify even and odd numbers, and use addition to solve problems with equal groups of object.</p> 	<p>Students will engage in scientific investigations and investigative phenomena to explore maps and forms of water on Earth.</p> 	<p>Is America a salad bowl or a melting pot? Students discuss how, despite varied backgrounds and cultures, their communities are unified and share principles, goals, and traditions.</p> 
SPRING 	<p>Students learn about two countries that neighbor the United States—Canada and Mexico—by comparing and contrasting cultural differences as well as making text connections. Students understand the idea that where we live affects how we live.</p> <p>• • •</p> <p>Fables, folktales, and fairytales have different versions of the same story. Students see how they can teach a lesson or moral; and how each have different characteristics. They use these stories as mentor texts for their own narrative piece about their life in which they learned a lesson.</p> 	<p>Students will measure length with standard units. Students will tell time to the nearest five minutes, represent and interpret data and identify shapes by their attributes.</p> 	<p>Students will engage in scientific investigations and investigative phenomena to explore changes that can occur to Earth's landscape and how these changes sculpt Earth's landforms quickly or over many, many years.</p> 	<p>What makes a place? Students use connections to their families to learn about other nations and regions, considering the importance of landmarks and historical events in those places.</p> 

ACTIVITIES TO PRACTICE WITH MY SECOND GRADER



Read together everyday for 20 minutes.

FALL



“Take a nature walk and take pictures of three different plants. Use the internet to try to find the names of plants observed.”

• • •
Draw an outline of the United States and illustrate where certain extreme weather patterns are most experienced, e.g. hurricanes in Florida. Check out BrainPop via Clever to view videos on different types of extreme weather.

• • •
Use the internet to compare and contrast images of different types of cell phones, computers, TVs and game consoles that have been part of your lives. How have things changed?



Use a ruler to measure different items at home. Write down your measurements and then determine, based on your numbers, which items are bigger or smaller.

• • •
Label paper plates either “hundreds”, “tens” or “ones”, then line the plates in order and place one dice on each. Roll the dice on each plate to create a three digit number.



Take a trip to the National Zoo and find specific examples of how animals and plants depend on each other.

• • •
Have your child create a list of items around the house that can help keep food and/or drinks cold when a refrigerator is not available.



Walk through your neighborhood and have your child name ways they see members of the community helping one another or working towards a common goal. Pick up trash on your street or help an elderly neighbor.

• • •
Discuss the role students play in schools and its governing structures. What role do teachers play? How about families?



“Keep a reading journal to record how much time you spend reading each day! List titles and your favorite characters from each story. Include character traits that you admire.”

• • •
“Visit your local library to check- out three new books! Visit bit.ly/findmylibrary to find your local library branch. Make sure to add the new books you read to your reading journal!”



WINTER



Check out BrainPop via Clever to view the various Geology videos, like “The Rock Cycle.” Consider using clay to create a model volcano. Use a book on volcanoes to help you create a picture of the surrounding area. What might you see around a volcano? Then, add baking soda and vinegar inside the volcano you built and watch what happens!

• • •
Interview someone older in your community. Ask them to reflect upon an activist they admire. What issues was this activist passionate about? When did this activist live? How did this activist try and change something?



Give your child a catalog and have them identify objects they want and calculate the total of all of the items.

• • •
Roll a dice and draw the number of circles represented on the dice. Then roll another dice. This time draw an X inside each circle for the number on the dice. Then have your child use repeated addition to find how many Xs there are in total.



Visit a place in (or near) DC that has a body of water nearby. Help your child draw a map of the area and label the landmarks, bodies of water, and other features of the area.



Discuss with your child the different cultures and backgrounds of people in your community have and ask them if they see their community as a “salad bowl” or “melting pot”.



Using simple household items like cotton, pasta and/or clay, create a model of the ocean floor. Discuss deep sea features and animal life.

• • •
Interview someone from a different culture. Then discuss what about his/her culture is different from yours? What is similar?



SPRING



Discuss how traveling to Mexico or Canada is different at different times of year. Identify activities that could be done in both regions as well as activities that could only be done in one or the other.

• • •
Recreate a fable such as “The Lion and the Mouse” or “Cinderella” by using family members as characters and changing the setting or ending.



Visit bit.ly/DCPSTellTime to practice setting the small and large clock hands to the right time. Try all of the different skill levels as you progress.



Watch “The Relief of the Earth’s Surface” (link: <https://bit.ly/45n5ji4>) video with your child. Facilitate a ‘I Notice... I Wonder.’ activity to engage your child in rich discussions on what they notice and wonder about what they heard or observed whole watching the video.



Practice locating the United States on a world map, as well as other places important to your family. Your child will be assigned an out of class interview of a family member. Help them interview this person and support their understanding of their family heritage.



“Visit the Kenilworth Park and Aquatic Gardens. Look for frogs on a pond tour, offered every weekend at 10 a.m. Visit bit.ly/DCPSKen for more information”

• • •
“What are your summer plans? Brainstorm five activities you can do together to keep learning over the summer.”

