

MANSFIELD PUBLIC SCHOOLS
Progress Report
Grade Two- March

Reading to Understand

During this marking period students worked to increase their reading proficiency. They have learned to add, delete and change targeted sounds to modify or change words. The student can use the prefixes dis- and in-, the suffixes -ful, -ness, and -ly to change the meanings of words. Students use their knowledge of the vowel teams, ea, ee, ai, ou, ow and ay to decode words. Knowledge of r-controlled sounds and digraphs wh and tch are also applied to decoding words. At this time of year, students are expected to have fluent automatic reading of all Bedrock Words taught to date. They can read aloud grade level texts with accuracy and at an appropriate reading rate. Students can use and explain the meaning of grade appropriate vocabulary including content area words. They understand that words can have multiple meanings and that word meanings can be inferred from context. Using grade level texts students can identify the main idea; retell in writing a story in proper sequence; use text to write a response to a "right there" question; compare information from nonfiction text(s) using a Venn diagram; and identify cause and effect relationships. They can formulate an opinion and identify a text fact; formulate and modify predictions that are relevant to text; and make text connections orally. Students can also use text features such as headings, captions, labels, and maps when reading.

Writing to Communicate

Applying learned skills to write for different purposes continues to be a focus. Students use the writing process to plan, write and publish final products. They can write a narrative that includes a beginning, middle, and end; generate a response to a prompt; and write a friendly letter with support. In their writing, students are expected to use a variety of complete sentences with varied structures and beginnings; sequence ideas in a logical order; write three detail sentences about a topic; and match or choose an appropriate title for written text. Students are expected to apply spelling skills to all written work and to consistently spell assigned words correctly. Editing and revising skills continue to be a focus. Students apply and understand the use of the following editing skills: commas in a series and in a date; capitalization of the first letter in names, months, days of the week, holidays and titles of address; grade-level parts of speech; and logical word order. Students reread own work prior to making revisions and can recognize when a word is misspelled. In penmanship students are expected to write legibly by forming letters correctly, using consistent letter size, and have consistent spacing between letters and words. An effective pencil grip is used to foster legible penmanship.

Mathematics

Typically, grade 2 students are counting by 1's to 250, 2's and 5's to 50, 10's to 300. They build place value concepts by counting objects in groups of tens and ones. Basic facts strategies have been introduced and practiced so that facts to 20 can be stated in 3 seconds. Participation in class discussions that focus on developing basic facts strategies help to move children to more efficient strategies that develop into automaticity of facts. Understanding that addition and subtraction are inverse operations is important to further developing their concepts of number sense. The fraction $\frac{1}{2}$ was introduced in an activity where students determined if something was less than, equal to, or more than $\frac{1}{2}$. During the geometry unit students identified and named 2-dimensional and 3-dimensional shapes. Through a variety of investigations students described the properties of the shapes and were able to sort shapes based on similarities. Students used their geoblocks to compose 2- and 3-D shapes and drew what they looked like from various views. Students are expected to time to 5-minute intervals. Measurement study included estimating and measuring with unifix cubes (nonstandard measurement) and developed an understanding that when different nonstandard units are used to weigh the same object the results will be more or less when different units are used. Patterning study continued as students constructed, reproduced, and extended numeric and geometric patterns of increasing difficulty (e.g., ABC, ABBC, ABCCC, etc.). Through many of the games, second graders knowledge of probability has been strengthened as they investigated why a certain bug or number occurs more often than others. As they gathered data they were able to make statements that include terms like more, less, equal, most, and least. Finally, problem solving continued to challenge the students to extend their communication skills in writing their about the mathematical thinking that leads to the solution. This representation of their thinking included pictures, numbers, and/or words.