Taylors Elementary School
Expecting Excellence in Achievement, Actions and Attitudes
2008-2009 Second Grade Pacing Guide

English/Language Arts

S = Student Text L = Leveled Reading P = Phonics Library T = Tested Skill

Theme 1 Silly Stories

Selection	Comprehension Skill/Strategy
Dragon Gets By Phonics Reader: Leo and Linda's Picnic An Ice Cream Crash	Summary Story Structure T
Julius Phonics Reader: Big Hog's House Hunt Robin's Farm	Fantasy and Realism Monitor/Clarify
Mrs. Brown Went to Town Jane's Mistake, The Big Surprise	Predict outcomes T Predict/Infer T
Focus on Genre – Poetry Bobby's Problem	Understanding Poetry Monitor/Clarify

Theme 2: Nature Walk

Selection	Comprehension Skill/strategy
Henry and Mudge and the Starry Night Ph- Miss Pig's Garden Mike and Dave Sleep Outside	Compare/Contrast T Question
Leveled Readers Exploring Parks with Ranger Dockett Ph- A Trip to Central Park; Zeke and Pete Rule, Leveled Readers	Fact/opinion Evaluate
Around the Pond: Who's Been Here? Ph- In the Woods; A Snake Sheds Its Skin Leveled Readers	Categorize + Classify T Monitor/clarify
Fables Ph- The Vain Peacock, Leveled Readers	Understanding Fables Predict/Infer

Theme 3: Around Town

Selection	Comprehension Skill/strategy
Chinatown PH- Sunshine for the PH- Circus/ Mothers Day Leveled Readers	Listening comprehension summarizing T Making judgments T, Reading a diagram Rereading for comprehension, Categorize/classify, Using a schedule T
A Trip to the Firehouse PH-Jay the Mailman PH-Watch out for Thick Mud	Question Topic, main idea, supporting details T Taking notes – sequence

Leveled Text	Making generalizations
Big Bushy Mustache PH-Mouses Crowded House, Hurray for Main St., Leveled Text	Predict/Infer, Problem Solving T Cause and effect Story structure
Jamaica Louise James PH- The Clean Team PH- Big Hound's Lunch Leveled Text	Evaluate, Making Inferences T Following a Recipe Sequencing of events Predicting outcomes
Grandpa's Corner Store and Barrio: Jose's Neighborhood	TEST WEEK

Theme 4: Amazing Animals

Selection	Comprehension Skill/strategy
Officer Buckle and Gloria PH, LR	Drawing Conclusions (T) Monitor/Clarify
Ant PH, LR	Test Organization T Question T
The Great Ball Game PH, LR	Cause/ Effect T summarize
*Little Grunt and the Big Egg *Mighty Dinosaurs	Question T, Compare/contrast Drawing conclusions, Cause/effect Text organization
Focus on Genre: Biography	Evaluate, Understanding biography, Noting details

Level 2 T **heme 5: Family Time**

Selection	Comprehension Skill/strategy
Brothers & Sisters Ph- My Sister Joan, The Big Party Plan, LR	Generalizations - T Evaluate
Jalapeno Bagels LR Ph- Lost and Found, What Will Lester Be?	Follow directions – T Question
Caroussel Ph- Aunt Lizzy Finds Her Cake My Brother, LR	Making Judgments - T Predict/ Infer
Thunder Cake LR Ph- Eight Daughters, The Family Garden	Sequence of events-T Monitor/clarify - T

Theme 6: Delights

Selection	Comprehension Skill/strategy
Art Lesson Our Classroom Zoo Book Leveled Readers Ph	Author's Viewpoint - T Evaluate – T
Moses Goes to a Concert, Dwight the Knight Who Drew the Cartoon (Ph)	Noting Details – T Summarize
School Mural Will Holly Sing?, Fright Night (Ph)	Problem Solving – T Chapter Titles/ Headings - T
Join the Circus, Raymond's Best Summer Leveled Readers	Evaluate – T, Noting Details Problem Solving

During the year, second graders will be reading the novel Kate Shelley and the Midnight Express and doing several author studies, including a study of Gail Gibbons.

Math

Unit 1: Place Value
Pacing: 22
Standard 2-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
Standard 2-2: The student will demonstrate through the mathematical processes an understanding of the base-ten numeration system; place values; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers.
Standard 2-3: The student will demonstrate through the mathematical
Processes an understanding of numeric patterns and quantitative and qualitative change.
Unit Essential Question: How do you use the base-ten numeration system to understand the value of whole numbers?
Unit 1 Concepts:

- Number Words
- Place Value to 100
- Comparing Whole Numbers
- Patterns
- Estimation
- Place Value to 9,999

Unit 2: Addition and Subtraction to 20
Pacing: 18
Standard 2-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
Standard 2-2: The student will demonstrate through the mathematical processes and understanding of the base-ten numeration system; place values; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers.
Standard 2-3: The student will demonstrate through the mathematical processes an understanding of numeric patterns and quantitative and qualitative change.
Unit Essential Question: How can you apply various strategies to add and subtract numbers to 20?
Unit 2 Concepts:

- Addition to 20
- Missing Addends
- Subtraction from 20
- Missing Subtrahends
- Rounding

Unit 3: Money
Pacing: 20
Standard 2-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
Standard 2-5: The student will demonstrate through the mathematical processes an understanding of the value of combinations of coins and bills & measurement of length, weight, time & temperature.
Standard 2-2: The student will demonstrate through the mathematical processes an understanding of the base-ten numeration system; place values; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers.
Unit Essential Question: How do you demonstrate, through mathematical processes, and understanding of money values and combinations?

Unit 3 Concepts:
• Counting Coins
• Place Value
• Counting Coins and Bills
• Making Change

Unit 4: Measurement
Pacing: 22
Standard 2-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
Standard 2-5: The student will demonstrate through the mathematical processes an understanding of the value of combinations of coins and bills and the measurement of length, weight, time and temperature.
Unit Essential Question: How can we use mathematical processes to measure length, volume, temperature and weight?
Unit 4 Concepts:
• Measuring Feet and Yards
• Equivalent Measurements
• Measuring in Centimeters
• Comparing Measures
• Liquid Volume
• Weight
• Temperature

Unit 5: Addition and Subtraction with Two-Digit Numbers
Pacing: 15
Standard 2-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
Standard 2-2: The student will demonstrate through mathematical processes an understanding of the base-ten numeration system; place vales; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers.
Unit Essential Question: How can we add numbers with and without regrouping?
Unit 5 Concepts:
• Place Value
• Addition
• Subtraction
• Regrouping Strategies

Unit 6: Geometry
Pacing: 13
Standard 2-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
Standard 2-4: The student will demonstrate through the mathematical processes an understanding of basic spatial reasoning and the connection between the identification of basic attributes and the classification of three-dimensional shapes.
Unit Essential Question: How can manipulating and analyzing shapes help us make connections between shapes?

Unit 6 Concepts:
• Three Dimensional Shapes
• Manipulating Shapes
• Multiple Lines of Symmetry

Unit 7: Multiplication and Division
Pacing: 15
Standard 2-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
Standard 2-2: The student will demonstrate through the mathematical processes an understanding of the base-ten numeration system; place values; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers.
Unit Essential Question: How will you demonstrate through mathematical processes an understanding of the base-ten numeration system; place values; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers?
Unit 7 Concepts:
• Multiples of Ten
• Repeated Addition
• Sharing Equally

Unit 8: Time
Pacing: 16
Standard 2-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
Standard 2-5: The student will demonstrate through the mathematical processes an understanding of the value of combinations of coins and bills and the measurement of length, weight, time and temperature.
Standard 2-3: The student will demonstrate through the mathematical processes an understanding of numeric patterns and quantitative and qualitative change.
Unit Essential Question: How do you demonstrate through the mathematical processes an understanding of measurement of time?
Unit 8 Concepts:
• Time to the Quarter Hour
• Time to Five Minute Intervals
• Change Over Time

Unit 9: Data Analysis and Probability
Pacing: 17
Standard 2-1: The student will understand and utilize the mathematical processes of problem solving reasoning and proof, communication, connections and representation.
Standard 2-6: The student will demonstrate through mathematical processes an understanding of creating questions to collect data, organizing data, describing trends of a data set, and making predictions based on data.
Unit Essential Question: How can we organize data to help us analyze and predict information collected?
Unit 9 Concepts:
• Survey Questions • Analyzing Data
• Organizing Data • Probability

Science

Unit Topic: Animals **Pacing:** 2-3 weeks (including instruction and research) **Standard 2-2:** Students will demonstrate an understanding of the needs and characteristics of animals as they interact in their own distinct environments (Life Science). **Unit Concepts:** air, water, food, shelter, energy, growth, protection, mammals, birds, amphibians, reptiles, fish, insects, and life cycles **Unit Essential Question:** How does an animal's ability to meet its needs help it to survive in its environment?	**Unit Topic:** Magnets **Pacing:** 7 - 8 days **Standard 2-5:** Students will demonstrate an understanding of force and motion by applying the properties of magnetism (Physical Science). **Unit Concepts:** magnets, poles, attract, repel **Unit Essential Question:** What do magnetic objects have in common?
Unit Topic: Matter **Pacing:** 6 - 8 days **Standard 2-4:** Students will demonstrate an understanding of properties of matter and the changes that matter undergoes (Physical Science). **Unit Concepts:** properties, solids, liquids, heating, cooling, cutting, tearing, bending, stretching, mixed, separated **Unit Essential Question:** How does matter change?	**Unit Topic:** Weather **Pacing:** 8 - 10 days (with continuing observation and calendar work) **Standard 4-3:** Students will demonstrate an understanding of daily and seasonal weather conditions (Earth Science). **Unit Concepts:** air, temperature, wind direction, wind speed, precipitation, rain, snow, sleet, hail, seasons, Beaufort scale, wind sock, wind vane **Unit Essential Question:** Why can't the weather be predicted with accuracy?

Social Studies

Unit Topic: Regions of the US
Time Frame: 9 (45 min.) periods
Unit Essential Question: What are the cultural features of different regions of the United States?
Evaluation: Region Poster and/or Regions Unit Test, Individual Rubric, Group Rubric, and Optional Tall Tale Mini-Unit Test
Prior to starting unit, assign each student an item to bring in representing one of the regions. Display the items on the map as you discuss the region.

Unit 2 (HM Neighborhoods Text Unit 5)
Unit Topic: Our Nation's Story
Time Frame: 17 (45 min.) periods
Unit Essential Question: How have different cultural groups contributed to our nation's heritage? (Native Americans, explorers, settlers, Pilgrims, colonists, immigrants)
Evaluation: Timeline or play and/or test

Unit 3 (HM Neighborhoods Text Unit 4)
Unit Topic: Our Working Community
Time Frame: 12 (45 min.) periods
Unit Essential Question: How do people's choices affect our economy?
Evaluation: Children will need to write and summarize the process of selling.
• What sold and what didn't and why?
• What could they have sold more of?
• What happened when you reduced the price on certain items?
• Why is it important to know this?

Unit 4 (HM Neighborhoods Text excerpts from Units 1, 2, 4)
Unit Topic: Geography
Time Frame: 15 (45 min.) periods
Unit Essential Question: What are the features, characteristics, and changes of our local community?
Evaluation: Rubric to evaluate project, including participation and finished project.

Unit 5 (HM Neighborhoods Text excerpts from Units 1, 2, 4, and 6)
Unit Topic: Maps and Globes
Time Frame: 11 (45 min.) periods
Unit Essential Question: Where are the continents, oceans, and major nations/states (countries) of the world located?
Evaluation: Create and label World Map and/or test.

Unit 6 (HM Neighborhoods Text from Units 3 and 6)
Unit Topic: Government
Time Frame: 11 (45 min.) periods
Unit Essential Question: What are the types and functions of local, state, and federal governments?
Evaluation: Complete government test