

# Characteristics of Second Graders

## Intellectual Development

As seasoned veterans of two years of schooling, second-graders are increasingly able to reason, listen to others, and show social give-and-take. They can display flexibility, open-mindedness, and tolerance of unfamiliar ideas to a remarkable extent.

## Social Characteristics

- As their faces show more individuality, the sizes and shapes of their bodies change and their personalities become more distinct.
- It's important to encourage them to accept their differences — by displaying their hand prints and family snapshots, writing "self books" about favorite clothes, memories, trips, and the like.
- Second graders concentrate on a subject in class for 20 minutes at a time, but no longer.
- Repetition is great fun — they will return day after day to the same lesson and only move on to the next one after the last is mastered.

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## Missouri School for the Blind

### What to expect in Second Grade



## Communication Arts

### By the end of 2nd grade students will:

#### Reading

- Develop and apply decoding strategies to “problem-solve” unknown words when reading.
- Read grade-level instructional text with fluency, accuracy and expression.
- Develop vocabulary through text, using base words, classroom resources and context clues.
- Develop and apply pre-reading strategies to aid comprehension: access prior knowledge, preview, predict and confirm or reject, and set a purpose for reading.
- During reading, develop and utilize strategies to self-question and correct, infer, predict and check using cueing systems (meaning, structure, visual).
- Apply post-reading skills to identify the main idea and supporting details: question to clarify, reflect, analyze, draw conclusion, summarize, and paraphrase.
- Identify connections between text ideas—similarities and difference in information and relationships in various fiction and non-fiction works, with assistance, text ideas and own experiences, text ideas and the world, with assistance.
- Locate and apply specific information in title, pictures (visual, tactual, described, as appropriate) and table of contents.
- Identify author’s use of rhythm, rhyme and alliteration in poetry and prose, with assistance.
- Use details from text to make basic inferences about setting, characters and problem, predict solution, identify events in logical sequence.
- Locate and interpret information in illustrations (visual, tactile described, as needed), title, headings, captions, diagrams, charts and graphs.
- Identify and explain author’s use of rhythm, rhyme, and alliteration in nonfiction text.
- Use details from text to ask questions to clarify understanding, recognize important information in text, identify main ideas, and identify supporting details.
- Read and follow simple directions to perform a task.

## Writing

- Follow a writing process to utilize a simple graphic organizer in prewriting, generate a draft, reread and revise work (with/without assistance), edit and proof read for capitalization and ending punctuation, and publish writing with assistance.
- Create legible compositions with correct spacing between letters in a word and words in a sentence.
- Use conventions of capitalization in written text: days of week, names of towns, cities, and states.
- In composing text, use correct ending punctuation in declarative and interrogative sentences and comma in dates.
- Use parts of speech correctly in written text using descriptive words (adjective) and substituting pronouns for nouns.
- In writing, use correct spelling of words with simple spelling patterns and high-frequency words, transitional spelling, and classroom resources to verify correct spelling.
- In composing text, identify and write sentences: declarative and interrogative.
- Write narrative text that records a series of events in chronological order and contains story elements.
- Identify important information in text.
- Write expository text, with assistance, with a main idea and supporting details.
- Write simple friendly letters, messages, and directions for making or doing something considering a given audience.



## Listening and Speaking

- Listen for enjoyment, for information, to solve problems, for directions, to complete a simple task.
- Demonstrate listening behaviors (e.g., prepare to listen, listen without interruptions, and maintain eye contact).
- Speak at an appropriate volume and maintain a clear focus when sharing ideas.
- Give clear oral directions to complete a simple task.



## Information Literacy

- Formulate keywords and questions, with assistance, to locate resources on topics of interest.
- Locate information on keywords and questions in providing resources, with assistance.
- Give credit, through discussion, for others' ideas, images and information.

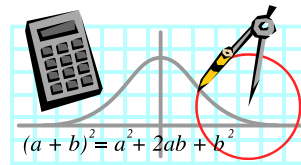


## Mathematics

### By the end of 2nd grade students will:

#### Numbers and Operation

- Reading, write and compare whole numbers less than 100.
- Recognize  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$  of a shape.
- Compose or decompose numbers by using a variety of strategies by using known facts, 10's or landmark numbers to solve problems.
- Represent given situation involving addition or subtraction.
- Describe or notate the mental strategy used to compute addition or subtraction of whole numbers, including two-digit numbers.
- Demonstrate fluency with basic number relationships of addition and subtraction for sums up to 20.
- Apply and describe the strategy used to compute two-digit or subtraction problems.



#### Algebraic Relationships

- Describe and extend simple numeric patterns and change from one representation to another.
- Describe how simple growing patterns are generated.
- Classify objects by size, number or other attributes.
- Represent a mathematical situation as an expression or number sentence.
- Investigate commutative principles with whole numbers.
- Model situations that involve addition and subtraction of whole numbers using pictures, objects or symbols.
- Describe qualitative change, such as students growing taller.

## Health and PE

### By the end of Second Grade students will:

- Cooperate/partner in group activities.
- Perform tasks safely while working cooperatively in a small group or with a partner.
- Work cooperatively within a group or with partners.
- Learn rope jumping skills.
- Develop manipulative skills.
- Develop basic motor skills.
- Develop motor skills. Learn locomotor and non-locomotor movements with or without equipment. Develop mature motor skill patterns.
- Learn basic sport skills.
- Learn body mechanics, force and direction.
- Learn muscles/bones/body parts.
- Learn formations-directional awareness.
- Learn directional concepts.
- Learn spatial concepts.



## Elementary Art

### By the end of Second Grade students will:

- Work on projects using different tools and supplies.
- Work on projects using knowledge of directional cues and basic art terminology.
- Identify and use basic two-dimensional shapes and three-dimensional forms made from these shapes; understand how these shape our world.
- Create projects using textures.
- Create an art project that is inspired by the natural world.
- Create an art project inspired by an art or craft from another culture.



## Music

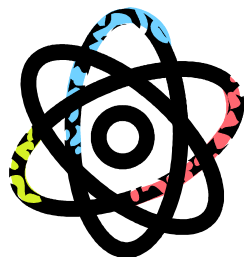
### By the end of Second Grade students will:

- Sing independently and in a group.
- Play instruments independently and in a group.
- Create and improvise—melodies, ostinatos, accompaniments, rhythm patterns.
- Identify music notation, symbols and terminology.
- Listen to, analyze and describe elements of music within historical periods and cultures.

## Social Studies cont.

### By the end of 2nd grade students will: Elements of Geographical Study and Analysis Strand

- Construct maps with title and key.
- Identify and locate the world's seven continents and four oceans.
- Identify and describe physical characteristics in the world.
- Describe why people of different groups settle more in one place than another and how transportation and communication systems have facilitated the movement of people, products and ideas.
- Describe different types of communication and transportation and identify their advantages and disadvantages.
- Define regions (i.e., as places that have some unifying characteristics – political, climatic, language, physical, etc.).
- Use geography to explain the present (e.g., why today's supermarkets are able to sell apples throughout the year).



### Relationships of Individual and Groups to Institutions and Traditions

- Describe how needs are met by families and friends.

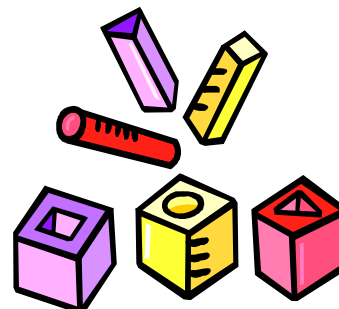
### Tools of Social Science Inquiry

- Identify visual and select graphic and auditory aids (globes, maps).
- Identify, select and use primary and secondary sources (diaries, letters, people, interviews, journals and photos).
- Identify and select library and media resources (videos, electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, and books).
- Identify and select artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments).



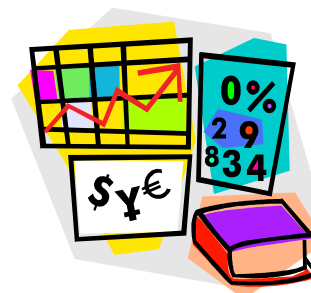
## Geometric and Spatial Relationships

- Describe attributes and parts of two- and three-dimensional shapes—circles, triangles, trapezoids, rectangles, rhombi, spheres, rectangular prisms, cylinders and pyramids.
- Find and name locations with simple relationships on a map – coordinate system.
- Use manipulatives to model flips.
- Recognize and create shapes that have symmetry.
- Recognize and represent shapes from different perspectives.



## Measurement

- Select an appropriate unit and tool for the attribute being measured.
- Tell time to the nearest half-hour.
- Count money to a dollar.
- Use tools to measure—size, temperature, time and weight—to the nearest inch, centimeter, degree, hour and pound.



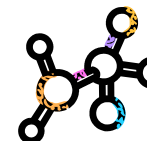
## Data and Probability

- Pose questions and gather data about themselves and their surroundings.
- Sort and classify items according to their attributes and organize data about the items.
- Represent data using pictures and bar graphs.

## Science

### By the end of 2nd grade students will: Properties & Principles of Matter and Energy

- Describe and compare the physical properties of objects by using simple tools (i.e., thermometer, magnifier, centimeter ruler, balance, magnet).
- Classify objects as “one kind of material” or a mixture.
- Observe and describe how mixtures are made by combining solids.
- Describe ways to separate the components of a mixture by their physical properties (e.g., sorting, magnets, screening).
- Recognize that sound travels through different media (i.e., air, water, solids).
- Describe different ways to change the pitch of a sound (i.e., changes in size, such as length or thickness, and in tightness/tension of the source).
- Describe how the ear serves as a receiver of sound (i.e., sound vibrates eardrum).



### Principles & Properties of Force and Motion

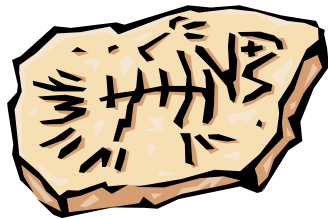
- Recognize magnets attract and repel each other and certain materials.
- Describe magnetism as a force that can push or pull other objects without touching them.
- Measure (using non-standard units) and compare the force (i.e., push or pull) required to overcome friction and move an object over different surfaces (i.e., rough, smooth).
- Describe Earth's gravity as a force that pulls objects on or near the Earth toward the Earth without touching the object.
- Describe the direction and amount of force (i.e., direction of push or pull, strong/weak push or pull) needed to change an object's motion (i.e., faster/slower, change in direction).
- Describe and compare the distances traveled by heavier/lighter objects after applying the same amount of force (i.e., push or pull) in the same direction.

## Science cont.

- Describe and compare the distances traveled by objects with the same mass after applying different amounts of force (i.e., push or pull) in the same direction.
- Compare and describe the amount of force (i.e., more, less, or same push or pull) needed to raise an object to a given height, with or without using inclined planes (ramps) of different slopes.
- Compare and describe the amount of force (i.e., more, less, or same push or pull) needed to raise an object to a given height, with or without using levers.
- Apply the use of an inclined plane (ramp) and/or lever to different real life situations in which objects are raised.

## Characteristics and Interactions of Living Organisms

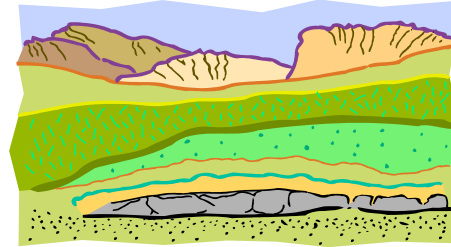
- Recognize that animals progress through life cycles of birth, growth and development, reproduction, and death.
- Record observations on the life cycle of different animals (e.g., butterfly, frog, chicken).
- Sequence the stages in the life cycle of animals (i.e., butterfly, frog, chicken).
- Identify and relate the similarities and differences between animal parents and their offspring.
- Recognize similarities and differences among multiple offspring of an animal parent.



## Processes and Interactions of the Earth's Systems (Geosphere, Atmosphere, and Hydrosphere)

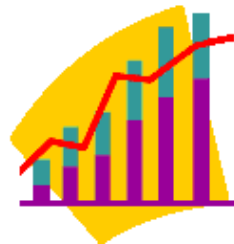
- Observe and describe the physical properties (e.g., odor, color, appearance, relative grain size, texture, absorption of water) and different components (i.e., sand, clay, humus) of soils.
- Observe and describe the physical properties of rocks (e.g., size, shape, color, presence of fossils).

- Observe and recognize examples of slow changes in the Earth's surface and surface materials (e.g., rock, soil layers) due to processes such as decay (rotting), freezing, thawing, breaking, or wearing away by running water or wind.
- Observe and describe ways humans use Earth's materials (e.g., soil, rocks) in daily life.



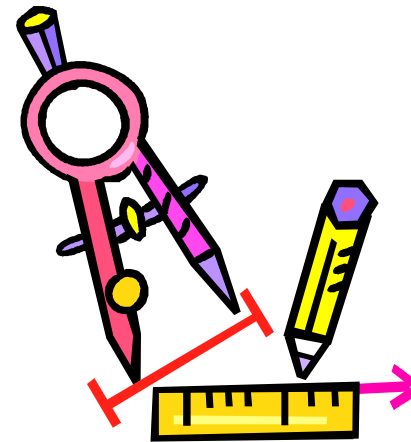
## Scientific Inquiry

- Pose questions about objects, materials, organisms and events in the environment.
- Plan and conduct a simple investigation (fair test) to answer a question.
- Make qualitative observations using the five senses.
- Make observations using simple tools and equipment (e.g., magnifiers/hand lenses, magnets, equal arm balances, thermometers).
- Measure length, mass, and temperature using standard and non-standard units.
- Compare amounts/measurements.
- Use observations as support for reasonable explanations.
- Use observations to describe relationships and patterns and to make predictions to be tested.
- Compare explanations with prior knowledge.
- Communicate simple procedures and results of investigations and explanations through:
  - oral presentations
  - drawings and maps
  - data tables
  - graphs (bar, pictograph)
  - writings



## Impact of Science, Technology and Human Activity

- Design and construct a musical instrument using materials (e.g., cardboard, wood, plastic, metal) and/or existing objects (e.g., toy wheels, gears, boxes, sticks) that can be used to perform a task.
- Describe how tools have helped scientists make better observations, measurements, or equipment for investigations (e.g., magnifiers, balances, stethoscopes, thermometers).
- People, alone or in groups, are always making discoveries about nature and inventing new ways to solve problems and get work done.
- Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery).
- Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member.



## Social Studies

### By the end of 2nd grade students will:

#### Principles of Constitutional Democracy

- Explain and apply the concept of majority rule.
- Explain the rights of citizens.
- Describe the importance of the Pledge of Allegiance.

#### Missouri, United States and World History

- Compare and contrast the habitats, resources, art and daily lives of Native American peoples, Woodland and Plains Indians.



#### Principles and Process of Governance

##### Systems

- Explain the importance of promoting the common good.
- Demonstrate a peaceful resolution to a dispute.
- Explain how disputes can threaten the peace in a community and how they may be resolved peacefully.
- Describe how authoritative decisions are made, enforced and interpreted within school and local communities.

#### Economic Concepts and Principles

- Show how people trade using money and bartering.
- Explain how to make decisions using cost-benefit analysis.

