

Monroe County Schools
2nd Grade Essentials
2nd Nine Weeks

Math

- Understand that the three digits of a three-digit number represent amounts of **hundreds**, **tens**, and **ones**; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
 - a. 100 can be thought of as a bundle of ten tens called a —hundred.
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- Add up to four two-digit numbers with and without regrouping.
- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- Tell and write time from analog and digital to the nearest five minutes, am and pm.
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.

Reading

- Recount stories including fables and folk tales from diverse cultures and determine their central message, lesson, or moral.
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Decode words with common *prefixes* and suffixes (re-, un-, dis-)
- Decode words with common prefixes and *suffixes* (-ful, -less)
- Know and use various text features to locate key facts or information in a text efficiently
- Use knowledge of the meaning of individual words to predict the meaning of compound words
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Describe how reasons support specific points the author makes in a text.
- Know spelling- sound correspondences for additional common vowel teams.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Ask and answer such questions as who, what where, when, why, and how to demonstrate understanding of key details in a text

Monroe County Schools
2nd Grade Essentials
2nd Nine Weeks

Language

- Use collective nouns
- Use reflective pronouns
- Use an apostrophe to form contractions and frequently occurring possessives
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Form and use the past tense of frequently occurring irregular verbs.
- Form and use the past tense of frequently occurring irregular verbs.
- Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Conduct short as well as sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Science

- Students will investigate the position of sun and moon to show patterns throughout the year.
- Students will understand that stars have different sizes, brightness, and patterns.
- Students will observe and record changes in their surroundings and infer the causes of the changes.
- Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

Social Studies

- Locate major topographical features of Georgia and describe how these features define Georgia's surface.
 - a. Locate all the geographical regions of Georgia. Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau.
 - b. Locate the major rivers of Georgia: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint
- The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.
- Describe the cultural and geographic systems associated with the historical figures in SSH1 and Georgia's Creeks and Cherokees. (Oglethorpe and Tomochichi) (Mary Musgrove)(Jackie Robinson)
- Identify locations of historic figures on a political map.
- Describe how place impacted lives of each figure.
- Describe how figure adapted and was influenced by his/her environment.
- Trace travel and movement of figures and their ideas.
- Read about and describe the lives of historical figures in Georgia history.(Oglethorpe and Tomochichi) (Mary Musgrove)(Jackie Robinson)
- Identify contributions made by: James Oglethorpe and Tomochichi
- Describe how the lives of these historical figures are similar and different from today. (food, clothing, homes, transportation, communication, recreation, rights, and freedoms.
- Give examples of how the figures demonstrate positive traits of honesty, dependability, liberty, trustworthiness, honor, patience, and compassion.(Oglethorpe and Tomochichi) (Mary Musgrove)(Jackie Robinson)(Dr. Martin Luther King, Jr.)
- Demonstrates knowledge of the state and national capitol buildings by identifying them from pictures and capitals of the United States of America (Washington D.C.) and the state of Georgia (Atlanta) by locating them on appropriate maps.