

Learning Objectives

For Grade Two

Directions:

Check 1st box for Mastered

Check 2nd box for Understands

Check 3rd box for Starting to Learn

Leave blank for not yet introduced

Language Arts

LISTENING: *The following apply to activities in which the student must listen; e.g., stories read to him, oral instructions, television programs:*

- ☐ ☐ ☐ 2.01 Identify descriptive words or phrases in a short oral selection
- ☐ ☐ ☐ 2.02 Recognize a variety of rhythms in music and poetry
- ☐ ☐ ☐ 2.03 Recognize/label the difference between commands and questions
- ☐ ☐ ☐ 2.04 Distinguish which person is speaking in the story being read
- ☐ ☐ ☐ 2.05 Listen for enjoyment for at least 10 to 15 minutes
- ☐ ☐ ☐ 2.06 Follow five sequential directions given only once orally
- ☐ ☐ ☐ 2.07 Indicate the main idea of an oral story and poem to show understanding

ORAL LANGUAGE

- ☐ ☐ ☐ 2.08 Tell a story in sequence or give a series of events in order
- ☐ ☐ ☐ 2.09 Use synonyms for specific words
- ☐ ☐ ☐ 2.10 Include vocabulary words in telling stories and events
- ☐ ☐ ☐ 2.11 Say the days of the week and months of the year
- ☐ ☐ ☐ 2.12 Use words such as *yesterday*, *today*, *morning*, and *evening* correctly
- ☐ ☐ ☐ 2.13 Participate in choral-speaking and role-playing
- ☐ ☐ ☐ 2.14 Tell a personal experience using complete thought patterns
- ☐ ☐ ☐ 2.15 Participate courteously in a discussion, making relevant remarks
- ☐ ☐ ☐ 2.16 Make introductions considering age and sex
- ☐ ☐ ☐ 2.17 Create a different ending for a short story

READING

The age at which these skills develop varies with each child:

- ☐ ☐ ☐ 2.18 Recognize that different letter patterns may represent the same vowel sound; e.g., *boot*, *blue*, *grew*
 - ☐ ☐ ☐ 2.19 Recognize that the same letter patterns may represent more than one vowel sound; e.g., *bead*, *head*
 - ☐ ☐ ☐ 2.20 Recognize that consonant sounds may be represented by more than one letter or letter combination; e.g., *f*, *ff*, *gh*, *ph*
 - ☐ ☐ ☐ 2.21 Note changes to root words by adding *-est*, *-en*, *-ly*, *-ful*, *-ish*, *un-*
 - ☐ ☐ ☐ 2.22 Recognize words and phrases and know what they mean
 - ☐ ☐ ☐ 2.23 Read orally with expression
 - ☐ ☐ ☐ 2.24 Perceive sentences as complete thought units
 - ☐ ☐ ☐ 2.25 Identify paragraphs as units of meaning
 - ☐ ☐ ☐ 2.26 Identify the main idea of a paragraph
 - ☐ ☐ ☐ 2.27 Recognize dialogue by the way it is punctuated (quotation marks)
 - ☐ ☐ ☐ 2.28 Apply critical thinking skills to reading selections
 - ☐ ☐ ☐ 2.29 Demonstrate comprehension by retelling
 - ☐ ☐ ☐ 2.30 Read silently
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LITERATURE

- ☐ ☐ ☐ 2.31 Read/listen to a variety of literature
- ☐ ☐ ☐ 2.32 Understand the nature of a person by the actions portrayed

LIBRARY/STUDY

- ☐ ☐ ☐ 2.33 Know and use all kinds of media available through library
- ☐ ☐ ☐ 2.34 Use picture dictionary to look up words for meaning and spelling
- ☐ ☐ ☐ 2.35 Use entry and guide words in a dictionary
- ☐ ☐ ☐ 2.36 Alphabetize using first and second letters
- ☐ ☐ ☐ 2.37 Locate specific information on a map
- ☐ ☐ ☐ 2.38 Recognize the parts of a book
- ☐ ☐ ☐ 2.39 Locate title page and index of books
- ☐ ☐ ☐ 2.40 Recognize the difference between the *author* and the *illustrator*
- ☐ ☐ ☐ 2.41 Match words and pictures
- ☐ ☐ ☐ 2.42 Match words and definitions
- ☐ ☐ ☐ 2.43 Recognize words may have multiple meanings
- ☐ ☐ ☐ 2.44 Manage personal space
- ☐ ☐ ☐ 2.45 Work independently when needed
- ☐ ☐ ☐ 2.46 Complete work on time

THINKING

- ☐ ☐ ☐ 2.47 Interpret picturesque and idiomatic language
- ☐ ☐ ☐ 2.48 Draw conclusions—generalize on the basis of what is stated
- ☐ ☐ ☐ 2.49 Recall information and verbalize with feelings and reactions
- ☐ ☐ ☐ 2.50 Sequence events in the order in which they happen
- ☐ ☐ ☐ 2.51 Differentiate between right and wrong
- ☐ ☐ ☐ 2.52 Evaluate information in light of what is already known
- ☐ ☐ ☐ 2.53 Distinguish between factual and exaggerated statements
- ☐ ☐ ☐ 2.54 Enjoy make-believe but differentiate it from fact

COMPOSITION AND CREATIVE WRITING

- ☐ ☐ ☐ 2.55 Provide appropriate endings for unfinished stories
- ☐ ☐ ☐ 2.56 Write short experience stories
- ☐ ☐ ☐ 2.57 Write simple sentences from dictation
- ☐ ☐ ☐ 2.58 Develop a main idea
- ☐ ☐ ☐ 2.59 Organize writing sequentially
- ☐ ☐ ☐ 2.60 Write simple research reports of one or two sentences
- ☐ ☐ ☐ 2.61 Write instructions or directions
- ☐ ☐ ☐ 2.62 Compose simple rhymes

- ☐ ☐ ☐ 2.63 Write/dictate a journal
- ☐ ☐ ☐ 2.64 Edit stories for simple spelling and punctuation errors

CAPITALIZATION/PUNCTUATION

- ☐ ☐ ☐ 2.65 Capitalize a person's title or the abbreviation of the title
- ☐ ☐ ☐ 2.66 Capitalize organizations, churches, etc.
- ☐ ☐ ☐ 2.67 Capitalize months and holidays
- ☐ ☐ ☐ 2.68 Use a period after an abbreviation
- ☐ ☐ ☐ 2.69 Use commas after the greeting and closing in letters
- ☐ ☐ ☐ 2.70 Use commas to separate names of cities and states
- ☐ ☐ ☐ 2.71 Use commas to separate days of the months and year
- ☐ ☐ ☐ 2.72 Use commas to separate words in a series
- ☐ ☐ ☐ 2.73 Use apostrophes in possessives and contractions

GRAMMAR AND USAGE

These will be demonstrated mostly incidentally in reading, oral, and listening activities:

- ☐ ☐ ☐ 2.74 Recognize naming words (*nouns*)
- ☐ ☐ ☐ 2.75 Recognize action words (*verbs*)
- ☐ ☐ ☐ 2.76 Use *a* and *an* correctly
- ☐ ☐ ☐ 2.77 Use appropriate describing words to modify a given noun or verb
- ☐ ☐ ☐ 2.78 Form plurals of regular nouns by adding an *s*

SPELLING

The age at which these skills develop varies with each child:

- ☐ ☐ ☐ 2.79 Recognize the individual phonemes in words
- ☐ ☐ ☐ 2.80 Substitute consonants and/or vowels to spell new words from known words at grade level
- ☐ ☐ ☐ 2.81 Spell phonetically accurate words at grade level
- ☐ ☐ ☐ 2.82 Spell sight words according to ability
- ☐ ☐ ☐ 2.83 Expand vocabulary and use new terms in everyday speech and writing

PENMANSHIP

- ☐ ☐ ☐ 2.84 Write both upper- and lower-case letters in manuscript form
- ☐ ☐ ☐ 2.85 Write own name and address
- ☐ ☐ ☐ 2.86 Follow left-to-right direction in writing words
- ☐ ☐ ☐ 2.87 Use appropriate spacing of letters, words, and sentences
- ☐ ☐ ☐ 2.88 Use appropriate size and alignment of letters
- ☐ ☐ ☐ 2.89 Evaluate own handwriting to improve areas of weakness



Math

STRATEGY FOR SOLVING STORY PROBLEMS/ MATH REASONING

- ☐ ☐ ☐ 2.01 Use the strategy learned in Grade 1
- ☐ ☐ ☐ 2.02 Determine if an answer is reasonable; e.g., by estimating, modeling, searching for patterns
- ☐ ☐ ☐ 2.03 Classify a set of objects by two attributes; e.g., color and size
- ☐ ☐ ☐ 2.04 Complete a simple sequence of numbers; e.g., 1, 3, 5, 7
- ☐ ☐ ☐ 2.05 Read and do simple word problems related to daily living

NUMBER SYSTEMS, OPERATIONS, AND ARITHMETIC

- ☐ ☐ ☐ 2.06 Count and write numbers to 1000
- ☐ ☐ ☐ 2.07 Count on and back by 2s, 5s, 25s (skip counting) to and from 100
- ☐ ☐ ☐ 2.08 Understand counting on by 3s and 4s
- ☐ ☐ ☐ 2.09 Match number-word, ordinal, numeral, and objects for 1 through 30
- ☐ ☐ ☐ 2.10 Recognize even and odd numbers
- ☐ ☐ ☐ 2.11 Compare and order numbers
- ☐ ☐ ☐ 2.12 Use place value of three-digit numbers (ones, tens, hundreds)
- ☐ ☐ ☐ 2.13 Write numbers using the 0 as a place holder in the ones and tens place
- ☐ ☐ ☐ 2.14 Write problems vertically and horizontally (equation form)
- ☐ ☐ ☐ 2.15 Use symbols of *less than* ($<$), *greater than* ($>$), *equals* ($=$), *not equal* (\neq)
- ☐ ☐ ☐ 2.16 Know addition and subtraction facts up to 10
- ☐ ☐ ☐ 2.17 Apply addition and subtraction facts up to 18
- ☐ ☐ ☐ 2.18 Understand that the order in which two numbers are added does not change the sum; e.g., $3 + 5$ or $5 + 3$ (*commutative property*)
- ☐ ☐ ☐ 2.19 Know it does not matter where the parentheses are placed when adding three numbers; e.g., $(2 + 3) + 5 = 2 + (3 + 5)$ (*associative property*)
- ☐ ☐ ☐ 2.20 Add two-digit numbers with regrouping; e.g., $51 + 29 = \square$
- ☐ ☐ ☐ 2.21 Add three-digit numbers with no regrouping; e.g., $125 + 101 = \square$
- ☐ ☐ ☐ 2.22 Determine differences for three-digit numbers with no regrouping; e.g., $123 - 111 = \square$
- ☐ ☐ ☐ 2.23 Determine differences for two- or three-digit numbers with one regrouping; e.g., $122 - 13 = \square$
- ☐ ☐ ☐ 2.24 Add two or three numbers using mental computation; e.g., $3 + 4 + 2 = \square$
- ☐ ☐ ☐ 2.25 Recognize multiplication facts to 5
- ☐ ☐ ☐ 2.26 Write fractions to describe a model showing *halves*, *fourths*, *thirds*



MEASUREMENT, TIME, AND MONEY

- ☐ ☐ ☐ 2.27 Measure objects to the nearest *inch* or *centimeter*
- ☐ ☐ ☐ 2.28 Measure with *quarts*, *cups*, and *liters*
- ☐ ☐ ☐ 2.29 Understand the monetary values of coins and one dollar bill
- ☐ ☐ ☐ 2.30 Choose the coins needed to make a purchase up to \$1.00
- ☐ ☐ ☐ 2.31 Know and write the meaning of the symbol of the dollar sign (\$)
- ☐ ☐ ☐ 2.32 Tell time to the nearest fifteen and five minutes (e.g., 3:15 and 4:05)
- ☐ ☐ ☐ 2.33 Locate a specific date on a calendar
- ☐ ☐ ☐ 2.34 Recognize the week as part of a month
- ☐ ☐ ☐ 2.35 Identify area, perimeter, mass, weight, and temperature

GEOMETRIC CONCEPTS

- ☐ ☐ ☐ 2.36 Identify open and closed curves
- ☐ ☐ ☐ 2.37 Identify cylinder (can)
- ☐ ☐ ☐ 2.38 Identify symmetry and line of symmetry
- ☐ ☐ ☐ 2.39 Identify congruent figures

STATISTICS, GRAPHING, AND PROBABILITY

- ☐ ☐ ☐ 2.40 Conduct experiments involving chance
- ☐ ☐ ☐ 2.41 Identify and construct picture graphs
- ☐ ☐ ☐ 2.42 Make and read bar graphs
- ☐ ☐ ☐ 2.43 Construct charts and tables

Science/Health

Grade 1 & 2 Science/Health Objectives can be studied any time during both years:

SCIENCE

- ☐ ☐ ☐ 2.01 Observe, sort, and describe objects
- ☐ ☐ ☐ 2.02 Use various tools to make scientific measurements
- ☐ ☐ ☐ 2.03 Record science data
- ☐ ☐ ☐ 2.04 Use investigative processes and methods
- ☐ ☐ ☐ 2.05 Use resource materials to find information
- ☐ ☐ ☐ 2.06 Recall the four seasons and weather specific to it
- ☐ ☐ ☐ 2.07 Recall the position of the nine known planets in our solar system
- ☐ ☐ ☐ 2.08 Classify animals into basic groups: mammals, birds, etc.
- ☐ ☐ ☐ 2.09 Recognize the body parts of an insect
- ☐ ☐ ☐ 2.10 Recognize birds common to local area
- ☐ ☐ ☐ 2.11 Demonstrate what gravity does to objects



HEALTH AND SAFETY

- ☐ ☐ ☐ 2.12 Know how alcohol and drugs affect the body
- ☐ ☐ ☐ 2.13 Recognize how our feelings influence our behavior
- ☐ ☐ ☐ 2.14 Develop skills in making sound decisions
- ☐ ☐ ☐ 2.15 Identify several ways to cope with problems

History and Geography

History and Geography objectives can be covered at any time during Grades 1–8 depending upon curriculum used:

- ☐ ☐ ☐ 2.01 Know religious and national holidays and festivals
- ☐ ☐ ☐ 2.02 Know significant contributions of leaders in early U.S. history
- ☐ ☐ ☐ 2.03 Recognize states in the United States
- ☐ ☐ ☐ 2.04 Recognize families as a unit of society
- ☐ ☐ ☐ 2.05 Appreciate the early days of local community
- ☐ ☐ ☐ 2.06 Recognize local community workers and services
- ☐ ☐ ☐ 2.07 Compare local community with others in U.S. and those in other lands
- ☐ ☐ ☐ 2.08 Describe man's sources of food and shelter

MAPS

- ☐ ☐ ☐ 2.09 Locate the continents on a map or globe
- ☐ ☐ ☐ 2.10 Label/locate the four cardinal directions on a map and globe
- ☐ ☐ ☐ 2.11 Recognize a floor plan drawing of own home as a map
- ☐ ☐ ☐ 2.12 Prepare a map of own neighborhood, indicating points of interest
- ☐ ☐ ☐ 2.13 Locate home town on a map

Please provide a brief summary of what your child has worked on throughout the year in these areas:

Art:

Music:

Occupational Education (life or job skills):

Extracurricular Activities and Field Trips:

Did your child use a specific curriculum or curriculums? If so, please provide those titles.

I will also need: Child's full name, Parent's names, Child's date of birth