

# My Second Grade Badge Book Grown-up Companion



Artwork by Ella Ahn

Para acceso a estas insignias en español [haz clic aquí](#) o usa este código QR:



For access to the Learner Badge Book [click here](#) or scan this QR code:



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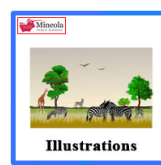
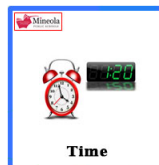
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# Mineola's Badge Program:

## Swapping Grades for Badges



In Mineola, we believe in celebrating the growth and achievements of all of our learners. In order to do this we have begun using an assessment system that emphasizes our commitment to the growth and progress of our youngest learners. The badges represent a series of skills and concepts identified in the state second grade standards and by our second grade teachers and administrators, which we embed in our daily teaching throughout the year.

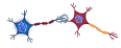
We know that every child is unique and develops at unique rates. Learners learn different skills at different rates. To celebrate each child's unique strengths and needs, learners earn badges at their own pace, based on their individual strengths, needs, and developmental levels. With this Badge Book you can help your child celebrate progress by tracking what they have accomplished and supporting them to reach new goals. The book provides grown ups (and learners) with detailed descriptions of each badge skill, the criteria learners must meet to earn the badge, and resources and activities you can use to help your child practice. The book provides you with all of the information you need to be an integral part of your child's journey and growth throughout their second grade year. Learners will keep all of their badges in their own Badge Workbook which will come home twice each trimester. Our goal is for learners to own their own success and be able to speak to the skills they have learned. Badges are a concrete representation of the learning process that learners can visualize, comprehend and hold. Both the badges and this book give learners a clear way to understand and take ownership of their learning and give you a fun way of being a part of their second grade year.

In this book you will find badges in literacy, mathematics, social studies, science and special areas that your child can earn over the course of the year. These badges incorporate criteria and practice opportunities associated with each skill or concept that you can use to support your child. To access the websites and resources we have made available, use the QR codes embedded in the book. You can use the camera application on your phone to access any website with the QR codes. Our goal is for each learner to earn the badges that are appropriate for her or him at a rate that is developmentally appropriate for the individual learner. In order for you to monitor and support your own child's progress, look through your child's workbook as a family when it is sent home each trimester to understand progress toward badges and skills we are working on. We look forward to celebrating your children's progress all year long!

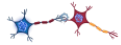


## [#MineolaGrows](#)

**Smart is not born. Smart is made. Learners learn that they are in control of growing their brains and making themselves smarter. Learners are introduced to the neuroscience of the steps to learning through the language of "Pop, Buzz and Zap". These "steps" reinforce the message that learning is not a straight line, and when we feel a sense of ownership and control of our own learning and growth, we develop the agency to thrive within the process.**



**Learning is a skill. Neuroscience shows that once we choose to go through the steps of learning, we form new pathways. With effort, we can improve at any skill.**



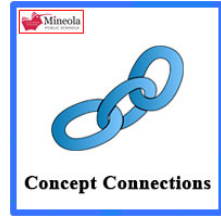
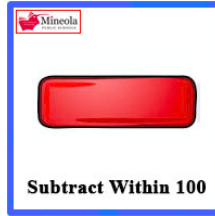
**Learning is an active process that only the learner can do for themselves. Teachers and parents can provide support and strategies, but only the learner can connect their neurons.**

**For more information please visit  
our Mineola Grows website:**

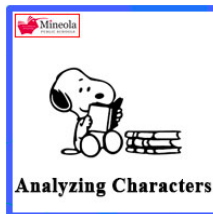
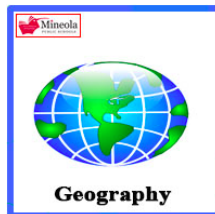


**\*Badge Book Go Home: Dates (See District calendar for exact dates)**

- Midway through Trimester 1
- End of Trimester 1
- Midway through Trimester 2
- End of Trimester 2
- Midway through Trimester 3
- End of Trimester 3



# Badge Descriptions



No. of fruits	Tally Marks
Apples	
Oranges	
Pineapples	

**Represent Data**

# Literacy



## Decoding

**DESCRIPTION:** For this badge, the learner should be able to read regularly spelled one-syllable words with long and short vowels. In addition, the learner should be able to decode two-syllable words with long and short vowel sounds.

### CRITERIA:

- Learner identifies long vowel sounds and vowel teams.
- Learner reads words with long vowel sounds.
- Learner recognizes and identifies root words and common suffixes.
- Learner reads two syllable words.

### HOW TO PRACTICE:

- Practice going through the Foundations vowel team chart.
- Create a long vowel sounds bingo game!
- Highlight the vowel teams in a word.
- Clap syllables within words (e.g., teach-er = teacher)
- Label objects in your house that make a long vowel sound!

*Resources and Links:*



[Syllable Games & Videos](#)

**Standard:2RF3a,b**

Literacy



## Trick Words

**DESCRIPTION:** For this badge, the learner should be able to read all trick words on the list.

**CRITERIA:**

- Learner reads all trick words.

**HOW TO PRACTICE:**

- Point out trick words in books you read with your child.
- Point out trick words you see around town or in the house.
- Ask your child to read any trick words they see.
- Play a memory match game with sight words written on index cards.
- Use window markers and write sight words on windows/glass around the house.

*Resources and Links:*



[Trick Words](#)

**Standard:** 2RF3e

Literacy



## All About Words

**DESCRIPTION:** For this badge, the learner should be able to define words and explain how words and phrases in a text suggest feelings and appeal to the senses.

### CRITERIA:

- Learner identifies the word(s) and/or phrase(s) that make me feel a specific emotion (i.e., happy, sad, scared).
- Learner identifies a word or phrase in the text and connects it with a specific sense (i.e., sight, touch, hearing, taste, smell).

### HOW TO PRACTICE:

- Read books and poetry with your child daily.
- Play games such as Pictionary and charades using descriptive words.
- Listen to songs that express feelings and have a conversation.

### Resources and Links:



Footsteps to  
Brilliance

[Access through  
Classlink](#)



Raz Kids

[Access through  
Classlink](#)



[Character Feelings  
Chart](#)

**Standard: 2R4**

# Literacy



## Analyzing Characters

**DESCRIPTION:** For this badge, the learner should be able to describe how characters respond to major events and challenges in texts.

### CRITERIA:

- Learner identifies a challenge or major event the main characters face.
- Learner identifies how the character responds to the challenge.
- Learner describes how the character changed in a story.

### HOW TO PRACTICE:

- Put a Post-it on the pages of a book that show how a character feels. Write the way they are feeling on the Post-it.
- Discuss the ways the character in the book solved their problem. What are some other ways they could have responded to that challenge?
- Complete the Character's Feelings Change Over Time Graphic Organizer linked in the QR code below.

### *Resources and Links:*



[Character's Feelings  
Graphic Organizer](#)

**Standards:** 2R3, 2SL2

Literacy



## Concept Connections

**DESCRIPTION:** For this badge, the learner should be able to describe the connections between ideas, concepts, or a series of events in informational texts.

**CRITERIA:**

- Learner identifies similarities and differences between ideas/concepts.

**HOW TO PRACTICE:**

- Read two texts on the same topic. Discuss what is the same and different.
- Complete a Venn Diagram to show the similarities and differences between two ideas or concepts.
- Complete a Cause and Effect organizer to show how people's actions or events had an impact on the world community.
- Discuss a sequence of events in your child's life or the series of events in a person's life or an historical event.

*Resources and Links:*



[Cause & Effect Graphic  
Organizers](#)

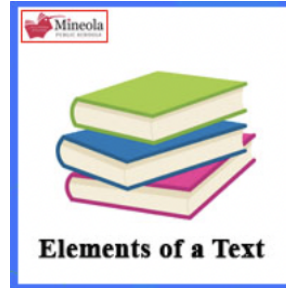


[Venn Diagram](#)

**Standards:** 2R3, 2SL2



# Literacy



## Elements of a Text

**DESCRIPTION:** For this badge, the learner should be able to describe the overall structure of a text including how the beginning introduces the text and the ending concludes the text. In addition, the learner should be able to identify a main topic or central idea and retell key details in a text.

### CRITERIA:

- Learner retells the beginning of a fiction story.
- Learner retells a fiction story and identifies the middle.
- Learner retells the end of a fiction story.
- Learner identifies the main topic (central idea) in a nonfiction text.
- Learner shares key details in a nonfiction text.

### HOW TO PRACTICE:

- Have your child retell a story across their fingers.
- Read with your child and have them complete one of the story maps from the QR Code below.
- While reading with your child, have them stop to summarize small parts of the book in their own words.
- After everything your child reads, ask them to tell you what the text was about.

### Resources and Links:



[Story Map  
Fiction](#)



[Story Maps Fiction &  
Non-Fiction](#)



[Parts of a Story Video](#)



[Main Idea/Detail  
Graphic Organizer](#)



BrainPopJr  
Main Idea

[Access through  
Classlink](#)

**Standards:** 2R2, 2R5

# Literacy



## Author's Point & Reasons

**DESCRIPTION:** For this badge, the learner should be able to explain how specific points the author/illustrator makes in a text are supported by relevant reasons.

### CRITERIA:

- Learner identifies the specific point (claim, argument, position) the author is making in a text.
- Learner identifies supporting reasons that support the author/illustrator's point.
- Learner identifies how illustrations, text features, and details support the purpose of the text.

### HOW TO PRACTICE:

→ Ask questions such as:

- ◆ Pause to look at the illustrations and ask your child "What do you see?"
- ◆ Why do you think the author wrote this book? How do you know that?
- ◆ Where is that information located in the text?
- ◆ How do the illustrations and/or photos support the author's purpose?

### *Resources and Links:*



BrainPop Jr. Authors

[Access through Classlink](#)



RazKids

[Access through Classlink](#)

**Standards:** 2R6, 2R8, 2SL2

Literacy



## Text Connections

**DESCRIPTION:** For this badge, the learner should be able to make text to text, text to self, and text to world connections.

**CRITERIA:**

- Learner makes text to text connections.
- Learner makes text to self connections.
- Learner makes text to world connections.
- Learner develops and asks questions about key details.

**HOW TO PRACTICE:**

- Ask your child to tell you what the story reminds them of or makes them think about in their own life.
- Ask your child to tell you how they are similar and/or different to the main character of a story.
- Talk about current events with your child and ask them how the story is similar and/or different to what's going on in the world.

*Resources and Links:*



[Text Connections](#)



Epic Books

[Access through Classlink](#)

**Standards:** 2R1, 2R9

# Literacy



## Illustrations

**DESCRIPTION:** For this badge, the learner should be able to demonstrate an understanding of the information learned from illustrations and text features.

### CRITERIA:

- Learner identifies information learned about the text from an illustration or a text feature (i.e., captions, bold words, italics, diagrams, etc.).
- Learner identifies information learned about the character, setting or plot from an illustration.
- Learner identifies at least three text features.

### HOW TO PRACTICE:

- Ask your child to tell you about the information they can learn from a text feature in their book.
- Ask your child to turn to a page that shows the main character or the setting.
- Ask your child to create a caption for one of the illustrations in the book

### Resources and Links:



[Illustrations to Understand  
Text Video](#)



[Text Feature Mini Poster](#)

**Standard:2R7**

# Literacy



## Word Meaning

**DESCRIPTION:** For this badge, the learner should be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. Additionally, the learner should be able to demonstrate an understanding of word relationships and nuances in word meanings.




### CRITERIA:

- Learner uses context clues to determine the meaning of a word or phrase.
- Learner uses knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, bookmark).
- Learner uses appropriate descriptive words (e.g., describes foods that are spicy or juicy).
- Learner distinguishes meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

### HOW TO PRACTICE:

- Read the whole sentence and substitute another word that makes sense for the unknown word.
- Look for smaller words within the unknown word.
- Have your child think of all the words she or he knows that belong in a particular category (e.g., colors, animals, plants, foods, etc.).
- Play charades using verbs, adjectives, and other synonyms.

### Resources and Links:

 Compound Words <a href="#">Access through Classlink</a>	 Adjectives <a href="#">Access through Classlink</a>	 Brainpop Jr. Verbs <a href="#">Access through Classlink</a>
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**Standards:** 2L4a,d,e, 2L5a,b,c

# Writing



## Narrative Writing

**DESCRIPTION:** For this badge, the learner should be able to write a narrative.

**CRITERIA:**

- Learner writes an introduction to introduce the topic.
- Learner writes a narrative in sequential order using temporal words and at least three details that describe actions, thoughts, and feelings.
- Learner writes a conclusion.

**HOW TO PRACTICE:**

- Engage your child in conversation about events in their life that they want to write about.
- Ask your child what they think is the most important thing they want to share about this personal event.
- Have your child tell you the sequence of events of their personal story before putting it in writing.
- Have your child keep a journal where he/she writes about events in the order in which they occurred.

*Resources and Links:*



[Narrative Writing  
Brainstorming](#)



[How to Write a Personal  
Narrative Video](#)

**Standards:** 2W3, 2SL4, 2SL5, 2L1, 2L3

# Writing



## Opinion Writing

**DESCRIPTION:** For this badge, the learner should be able to write an opinion about a topic or personal experience, using clear reasons and relevant evidence.

### CRITERIA:

- Learner writes an opinion piece that includes:
  - an introduction with an opinion or claim
  - at least two reasons to support my opinion or claim
  - a conclusion to restate my opinion or claim.

### HOW TO PRACTICE:

- Read stories with opinions such as: *Pick a Picture, Write an Opinion!* by K. McCurry or *The Day the Crayons Quit*, by D. Daywalt.
- Engage in discussions that enable your child to support, or give reasons, for his or her opinion.
- Engage in discussions about opinions on books your child has read.

### Resources and Links:



[Fact or Opinion Video](#)



[What Pet Should I Get?](#)



[BrainPop Jr.  
Facts/Opinions](#)

**Standards:** 2W1, 2SL4, 2SL5, 2L1, 2L3

# Writing



## Research/Informational Writing

**DESCRIPTION:** For this badge, the learner should be able to write an informative/explanatory text that introduces a topic, uses facts and other information and provides a concluding statement or section. Additionally, the learner will participate in shared research and exploration to answer questions and build knowledge of a topic.

### CRITERIA:

- Learner gathers information from provided sources to answer a question about a topic.
- Learner writes an informative/explanatory text that includes an introduction that states the topic, factual information about the topic, and conclusion which restates the main idea of the topic.
- Learner uses content specific language and vocabulary related to the topic when writing.

### HOW TO PRACTICE:

- Engage your child in conversation about topics of interest.
- Have your child use a graphic organizer to take notes while gathering information on a topic.
  - ◆ Have your child use key words to summarize important information.
- Ask your child what they think is the most important thing they want to teach about their topic.

### Resources and Links:



[PebbleGo](#)



[Research Writing  
Video](#)



[PK Life Science](#)

**Standards:** 2W2, 2W6, 2W7, 2SL1, 2SL4, 2SL5, 2L1, 2L3



## Writing



## Personal Response

**DESCRIPTION:** For this badge, the learner should be able to create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

### CRITERIA:

- Learner creates a response based on a text, a series of texts, artwork and experience.
- Learner uses details when creating the response.
- Learner includes an introduction, middle and conclusion to the personal response.

### HOW TO PRACTICE:

- Ask your child to reflect on what they've read or seen and how it made them feel.
- Have your child read multiple books by the same author and comment on the author's writing style or themes.
- Have your child use the Project Based Learning on Footsteps2Brilliance.

### *Resources and Links:*



[Footsteps2Brilliance](https://www.footsteps2brilliance.com/)

**Standards:** 2W4, 2L1, 2L3

# Writing



## Writing Foundations

**DESCRIPTION:** For this badge, the learner should be able to demonstrate the foundations of writing across genres.

**CRITERIA:**

- Learner spells words using known spelling patterns.
- Learner uses pronouns, verbs, adjectives and adverbs in their writing.
- Learner uses transition words in their writing.
- Learner writes sentences with correct capitalization and punctuation.

**HOW TO PRACTICE:**

- Write with your child in a journal.
- Play a game where your child has to guess the verb or adjective.
- Highlight capital letters and punctuation in sentences.
- Tap out words together.

**Standards:** K-2L1, L2

## Writing



## Apostrophe

**DESCRIPTION:** For this badge, the learner should be able to use an apostrophe to form contractions. In addition, the learner should be able to use an apostrophe for frequently occurring possessives.

### CRITERIA:

- Learner uses an apostrophe to create contractions (e.g., can not = can't).
- Learner uses an apostrophe to show possession (e.g., Sam's cat).

### HOW TO PRACTICE:

- Play contraction memory! Match the contractions with their written-out words.
- Highlight the contractions when you are reading.
- Play "Who does this belong to?" Each player grabs an item (ball, cookie, etc.). Practice writing who the item belongs to (e.g., Mom's ball).

### *Resources and Links:*



[Contraction Song](#)



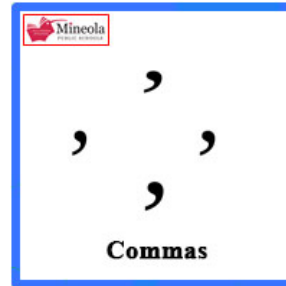
[BrainPop Jr.  
Contractions](#)



[BrainPop Jr.  
Possessive Nouns](#)

**Standard: L2**

## Writing



## Commas

**DESCRIPTION:** For this badge, the learner should be able to use commas in dates and to separate words in a series. In addition, the learner should be able to use a comma in the greeting and closing of a letter.

### CRITERIA:

- Learner uses a comma when writing dates.
- Learner uses commas to separate words in a list.
- Learner uses a comma in the greeting and closing of a letter.

### HOW TO PRACTICE:

- Make a calendar at home! Use markers, chalk, or colored pencils to practice writing the date.
- Make a list of items that you need from the grocery store or a clothing store. Use commas to separate the words in the list!
- Practice writing letters to friends and family members.

### *Resources and Links:*



[BrainPop Jr. Commas  
in Lists](#)



[BrainPop Jr.  
Commas in Letters](#)



[Comma Song](#)

**Standard: L2**

# Writing



## Digital Presentation

**DESCRIPTION:** For this badge, the learner should be able to present a digital writing piece through technology.

### CRITERIA:

- Learner creates a digital presentation on an assigned or chosen topic.
- Learner uses learner-friendly applications such as Book Creator, Google Slides, Adobe Spark, Do Ink, FlipGrid, etc.
- Learner presents digital work to an audience.

### HOW TO PRACTICE:

- Practice developing a presentation on a recent experience in applications such as BookCreator, Adobe Spark, Do Ink, etc., on their iPad.

### Resources and Links:



Book Creator  
[Access through  
Classlink](#)



Do Ink  
[Access through  
Classlink](#)



FlipGrid  
[Access through  
Classlink](#)

**Standards:** 2W1, 2SL4, 2SL5, 2SL6, 2L6

# Math



## Fluency

**DESCRIPTION:** For this badge, the learner will be able to fluently add and subtract within 20 using mental strategies.

**CRITERIA:**

- Learner adds fluently within 20.
- Learner subtracts fluently within 20.

**HOW TO PRACTICE:**

- Use flashcards to practice basic addition and subtraction facts.
- Choose two cards from a deck of cards, add the two numbers to find a total.
- Roll two dice. Add to find the total.
- While driving in the car, orally ask your child basic addition and subtraction facts.

*Resources and Links:*



[Subtracting](#)



[BrainPop Jr.  
Addition and Subtraction](#)



[BrainPop Jr.  
Basic Adding](#)



[BrainPop Jr.  
Basic Subtraction](#)



[BrainPop Jr.  
Doubles](#)

**Standard: 2OA2**

Math



## Add Within 100

**DESCRIPTION:** For this badge, the learner should be able to add within 100 using several strategies.

**CRITERIA:**

- Learner adds within 100 using several strategies (e.g., counting on, making a ten, models/drawings).

**HOW TO PRACTICE:**

- Provide your child with two two-digit numbers and have them find the sum.
- Play games that require your child to add within 100.

*Resources and Links:*



[Addition with  
Regrouping song](#)



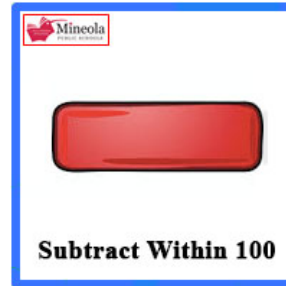
[Khan Academy Video](#)



[Reflex Math](#)

**Standard:** 2NBT5

Math



## Subtract Within 100

**DESCRIPTION:** For this badge, the learner should be able to subtract within 100 using several strategies.

**CRITERIA:**

- Learner subtracts within 100 using several strategies (e.g., break apart, making a ten, models/drawings).

**HOW TO PRACTICE:**

- Provide your child with two two-digit numbers and have them find the difference.
- Play games that require your child to subtract within 100.

*Resources and Links:*



[Subtraction within 100](#)



[Subtraction with  
Regrouping](#)

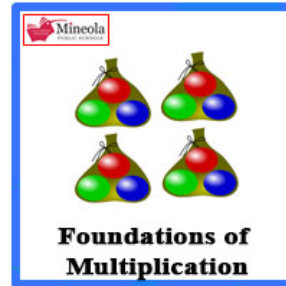


[Reflex Math](#)

**Standard:** 2NBT5



# Math



## Foundations of Multiplication

**DESCRIPTION:** For this badge, the learner will work with equal groups of objects to gain foundations of multiplication.

### CRITERIA:

- Learner determines whether a group of objects is even or odd.
- Learner uses repeated addition to represent rectangular arrays.

### HOW TO PRACTICE:

- Have your child roll a die twice. After the first roll, your child should draw that number of circles. After the second roll, draw that number of dots in each circle. Have your child determine the TOTAL number of dots.
- Have your child arrange objects into equal rows and columns. Ask your child to write a repeated addition problem to represent the number of objects in each row or column. See if they can arrange them into a different configuration of equal rows and columns.

### Resources and Links:



[BrainPop Jr.  
Arrays](#)



[BrainPop Jr.  
Repeated Addition](#)



[BrainPop Jr.  
Even/Odd](#)

**Standards:** 2OA3,4

# Math



## Telling Time

**DESCRIPTION:** For this badge, the learner will work with time.

### CRITERIA:

- Learner tells and writes time from analog and digital clocks in five-minute increments, using a.m. and p.m.
- Learner uses the terms *quarter past*, *half past*, and *quarter to*.

### HOW TO PRACTICE:

- Use an analog clock or watch (any clock with hands). Ask your child to tell and write the time in five-minute increments.
- Ask your child to express the time as hours and minutes (e.g., 4:15) as well as using other terms like “quarter after/past 4.”
- Talk to your child about whether an activity would be taking place during the a.m. or p.m. (e.g., “Would you be eating breakfast at 8:00 a.m. or 8:00 p.m.?” “What might you be doing at 8:00 p.m.?”).

### Resources and Links:



[BrainPop Jr.  
Time to the Hour](#)



[BrainPop Jr.  
Time to the Minute](#)



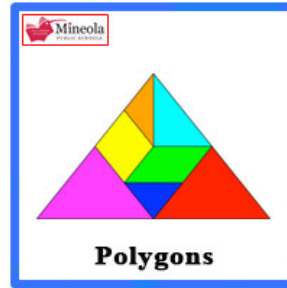
[BrainPop Jr.  
Time to the Quarter and  
Half Hour](#)



[Telling Time Song](#)

**Standard:** 2MD7

Math



## Polygons

**DESCRIPTION:** For this badge, the learner will work with shapes and their attributes.

**CRITERIA:**

- Learner classifies two-dimensional figures as polygons or non polygons.

**HOW TO PRACTICE:**

- Have your child walk around the house and identify the two-dimensional shapes they see. Describe the shapes by telling about the number of sides and angles. Determine if the figures are polygons or non polygons.
- While driving, walking around your neighborhood, or in a store, ask your child to identify the shapes they see. Determine if the figures are polygons or non polygons.

*Resources and Links:*



[BrainPop Jr.  
Polygons](#)



[Polygon song](#)



[Polygon Song 2](#)

**Standard:** 2G1

# Math



## Measurement

**DESCRIPTION:** For this badge, the learner will measure and estimate lengths in standard units.

### CRITERIA:

- Learner measures the length of an object to the nearest whole by using rulers, yardsticks, meter sticks and measuring tapes.
- Learner measures the length of an object twice, using different “length units” for the two measurements.
- Learner estimates lengths using units of inches, feet, centimeters and meters.
- Learner measures to determine how much longer one object is than another.

### HOW TO PRACTICE:

- Have your child measure objects using inches and centimeters. Explain why the numbers are different.
- Have your child determine the best tool to use when measuring and explain why they would use that tool.

### Resources and Links:



[BrainPop Jr.  
Inches & Feet](#)



[BrainPop Jr.  
Centimeters, Meters,  
Kilometers](#)



[How Long, How Wide?](#)

**Standards:** 2MD1,2,3,4,5,6

# Math



## Money

**DESCRIPTION:** For this badge, the learner should be able to count a mixed collection of coins whose sum is less than or equal to one dollar.

### CRITERIA:

- Learner counts a collection of pennies, nickels, dimes and quarters.
- Learner solves problems within one dollar using quarters, dimes, nickels, and pennies, and use the cent sign appropriately.

### HOW TO PRACTICE:

- Provide real or play coins and practice counting and identifying coins.
- Provide real-life situations using money to a dollar. Ask your child to solve a problem (e.g., “I bought 73 cents worth of bananas. If I paid with a dollar bill, how much money will I have left?”).

### Resources and Links:



[Fascinating Facts  
About Dollar Bills](#)



[All About Money](#)



[Cash Kat](#)



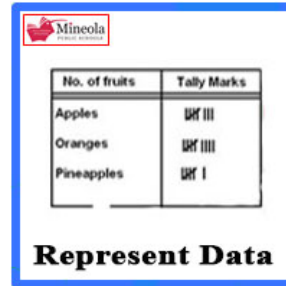
[Once Upon a Dime](#)



[BrainPop Jr.  
Counting Coins](#)

**Standard:** 2MD 8a, 8b

# Math



## Represent Data

**DESCRIPTION:** For this badge, the learner will represent and interpret data.

### CRITERIA:

- Learner represents the measurement data in a line plot.
- Learner draws a picture graph and a bar graph to represent data with up to four categories.
- Learner solves simple put-together, take-apart and compare problems using information presented in a picture graph or bar graph.

### HOW TO PRACTICE:

- Ask your child to create a bar graph or picture graph using his or her own survey.
- ◆ Ask your child questions about the data such as, “How many more people liked \_\_\_\_\_ than \_\_\_\_\_?”

### Resources and Links:



[Line Plots](#)



[BrainPop Jr.  
Pictographs](#)



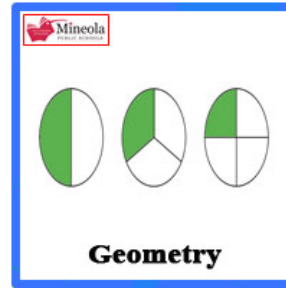
[Tally Charts & Bar  
Graphs](#)



[Let's Make a Bar Graph](#)

**Standard: 2MD6**

# Math



## Geometry

**DESCRIPTION:** For this badge, the learner will partition shapes into equal shares.

### CRITERIA:

- Learner partitions rectangles and circles into two, three or four equal shares and describes the shares as halves, thirds or fourths.
- Learner partitions a rectangle into rows and columns of same-size squares and count to find the total number of them.

### HOW TO PRACTICE:

- Ask your child to draw a rectangle on graph paper. Have them count the number of squares inside the rectangle.
- Ask your child to draw a rectangle on a piece of paper, on a white board, or on the sidewalk with chalk. Have them draw equal size squares in the rectangle and count the total squares.
- Ask your child to draw rectangles and circles and shade in halves, thirds or fourths.

### Resources and Links:



[BrainPop Jr.](#)  
[Basic Parts of a Whole](#)



[BrainPop Jr.](#)  
[More Fractions](#)



[BrainPop Jr.](#)  
[Area](#)

**Standards:** 2G2, 2G3

Math



## Add & Subtract within 1,000

**DESCRIPTION:** For this badge, the learner should be able to add and subtract within 1,000 using several strategies.

**CRITERIA:**

- Learner adds up to four two-digit numbers using strategies based on place value and properties of operations.
- Learner subtracts up to four two-digit numbers using strategies based on place value and properties of operations.

**HOW TO PRACTICE:**

- Provide your child with two two-digit numbers and/or two three-digit numbers and have them find the sum/difference.

*Resources and Links:*



[Khan Academy](#)

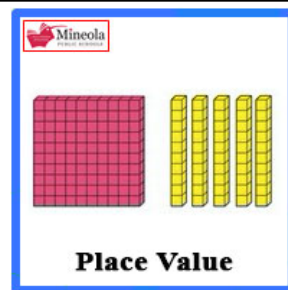


[Reflex Math](#)

**Standard:** 2NBT6, 7, 9



Math



## Place Value

**DESCRIPTION:** For this badge, the learner should be able to understand place value.

**CRITERIA:**

- Learner reads and writes numbers to 1,000 using base ten numerals, number names and expanded form.
- Learner identifies digits of a three-digit number and represent amounts of 100s, 10s and 1s.
- Learner mentally adds and subtracts 10 or 100 to a given number 100-900.
- Learner compares two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.
- Learner counts within 1,000 and skip-count by 5s, 10s, and 100s.

**HOW TO PRACTICE:**

- ➔ Show your child three-digit numbers and ask them to identify the numeral in the hundreds, tens and ones place.
- ➔ Have your child compare two two-digit or two three-digit numbers and ask them which one is bigger and smaller.

*Resources and Links:*



[Place Value](#)



[Number Sense](#)



[Compare Numbers](#)

**Standards:** 2NBT1,2,3,4,8

# Math



## Problem Solving

**DESCRIPTION:** For this badge, the learner will use addition and subtraction within 100 to solve one-step and two-step word problems.

### CRITERIA:

- Learner uses addition to solve one-step word problems.
- Learner uses subtraction to solve one-step word problems.
- Learner uses addition and subtraction to solve two-step word problems.

### HOW TO PRACTICE:

- Ask your child one-step questions about everyday situations (e.g., “You have 20 red legos and 7 blue legos, how many do you have all together?”, “You have 27 cookies, if you eat 9 of them, how many do you have left?”).
- Ask your child two-step questions about everyday situations (e.g., “I bought 12 red apples and 6 green apples. My sister and I ate 2 apples for snack. How many apples do we have left?”).

### Resources and Links:



[Problem Solving](#)



[Choosing an Operation](#)

**Standard: 2OA1**

# Social Studies



## Communities

**DESCRIPTION:** For this badge, the learner should be able to understand that a community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural.

### CRITERIA:

- Learner identifies the characteristics of rural, urban, and suburban communities and determine in which type of community different people live.
- Learner identifies activities that are available in each type of community.

### HOW TO PRACTICE:

- Have a conversation with your child. Ask your child, “What type of community do we live in?”
- Talk about other types of communities and discuss how they are similar and/or different to the community in which we live.
- As you drive around your community, ask your child, “What are some things you enjoy doing in and around your community?”

### Resources and Links:



[Rural, Urban, and Suburban](#)



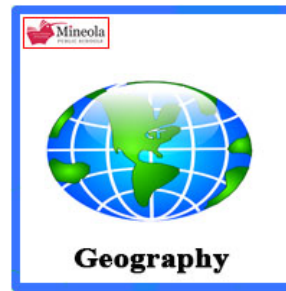
[PebbleGo Jobs in the Community](#)



[BookFlix Life on a Farm](#)

**Standards:** 2SS1, 2L6

## Social Studies



## Geography

**DESCRIPTION:** For this badge, the learner should be able to understand that geography and natural resources shape where and how urban, suburban, and rural communities develop and sustain themselves. In addition, the learner should be able to identify continuities and changes over time.

### CRITERIA:

- Learner locates urban, suburban, and rural communities on a map.
- Learner explains that humans modify the environment of their communities to meet their needs (e.g, housing, transportation systems, schools).
- Learner explains how natural resources and physical features affect the people in my community.
- Learner examines changes over time using evidence such as maps and photographs.

### HOW TO PRACTICE:

- Have a discussion about what natural resources are near your community.
- Ask your child, “If you travel to other communities, how are they different/same from yours?”

### *Resources and Links:*



[The Little House](#)



[Natural Resource](#)

**Standards:** 2SS5, 2SS6, 2L6

# Social Studies



## Culture

**DESCRIPTION:** For this badge, the learner should be able to understand that traditions and holiday celebrations reflect both diverse cultures and a common identity.

### CRITERIA:

- Learner explains how their traditions and celebrations are similar and different from those of others.
- Learner explains how a community is strengthened by the diversity of its members.

### HOW TO PRACTICE:

- Talk to your child about how your family celebrates different holidays.
- Ask your child what holiday they enjoy celebrating the most and why.
- Talk to your child about holidays that other family members, friends, or neighbors may celebrate that you don't celebrate.
- Discuss community events that your family or other families may attend.

### *Resources and Links:*



[PebbleGo](#)  
[Culture and Awareness](#)



[BookFlix](#)  
[Celebrations](#)

**Standards:** 2SS2, 2L6

## Social Studies



## Historical Development

**DESCRIPTION:** For this badge, the learner should be able to understand that cause and effect relationships help us recount events and understand historical development.

### CRITERIA:

- Learner explains how people and events in the past have impacted their life today.

### HOW TO PRACTICE:

- Read biographies about historical figures.
- Interview someone from a different generation and discuss how life was similar and/or different.
- Visit a museum and think about how life was in the past.
- Talk to your child about why more houses/stores/schools are needed in your community today compared to 100 years ago.

### *Resources and Links:*



[BrainPop Jr. American History Video](#)



[BrainPop Jr. Biographies Video](#)



[Museums in New York](#)

**Standards:** 2SS7, 2L6

## Social Studies



## Democracy

**DESCRIPTION:** For this badge, the learner should be able to understand that the United States is founded on the principles of democracy and these principles are reflected in all types of communities.

### CRITERIA:

- Learner explains basic democratic principles of equality, fairness, and respect for authority and rules.
- Learner explains the benefits of having rules and laws and the consequences of breaking them.
- Learner identifies who makes and enforces rules and laws in my community.
- Learner identifies and explain the significance of American symbols including but not limited to the bald eagle, the White House, and the Statue of Liberty.
- Learner explores opportunities to provide services to my school community and the community at large.

### HOW TO PRACTICE:

- Talk to your child about the rules in your home, in their school, and in your community. Discuss what would happen if rules were broken.
- Ask your child what they can do if they feel a rule/law is unfair and what are some actions they might take to change the rule/law.

### Resources and Links:



[Rights and Responsibilities](#)



[Local and State Government](#)



[President](#)



[American Symbols](#)

**Standards:** 2SS3, 2SS4, 2L6

# Social Studies



## Economics

**DESCRIPTION:** For this badge, the learner should be able to understand that a community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.

### CRITERIA:

- Learner explains that different resources are available in different communities.
- Learner explains economic decision-making and the use of money.
- Learner understands scarcity, goods and services, and can explain how these things affect individuals and communities.
- Learner identifies the purpose of taxes and how they are collected.
- Learner explains how members of a community specialize in different types of jobs that provide goods and/or services.
- Learner explains how neighboring communities share resources and how workers support multiple communities.

### HOW TO PRACTICE:

- Provide your child with real/imaginary money and let them decide what good/service they should purchase. Don't forget to charge them tax!
- Talk to your child about how the community gets money to maintain roads, community pools, and community libraries.

### Resources and Links:



[Economics](#)



[Become an  
Economics Expert](#)



[Do you Need it or  
Want it?](#)

**Standards:** 2SS8, 2SS9, 2L6



# Trimester 1 Enrichment



## Trimester 1 Reading Enrichment

**DESCRIPTION:** For this badge, the learner has an option to complete one of the enrichment projects outlined below. The goal for these projects is for the learner to be able to dive more deeply into the second grade content based on the learner's interests. These projects should be completed by choice at home with your child and presented in class.

### CRITERIA:

- Learner reads a variety of fiction books.
- Learner completes at least one response based on the options below and presented it to the class.

### CHOICES:

- ★ Write your own fiction story! Be sure to include multiple characters, a setting, problem and solution.
- ★ Bring a story to life! Make a movie trailer about one of the books you have read or turn your whole book into a movie!
- ★ Prequel or Sequel! Using the same characters, write a new book that happened either before (prequel) or after (sequel) the one you read.
- ★ Act out the beginning, middle, and/or end of one of the books you have read. Film it or prepare to act it out in class, live!
- ★ Come up with another idea and be sure to check with your teacher before beginning your project!

# Trimester 1 Enrichment



## Trimester 1 Rules and Laws Enrichment

**DESCRIPTION:** For this badge, the learner has an option to complete one of the enrichment projects outlined below. The goal for these projects is for the learner to be able to dive more deeply into the second grade content based on the learner's interests. These projects should be completed by choice at home with your child and presented in class.

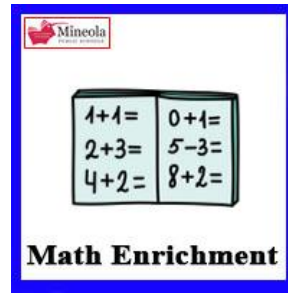
### **CRITERIA:**

- Learner explains why we have rules and laws.
- Learner completes at least one response based on the options below and presents it to the class.

### **CHOICES:**

- ★ Is there a rule or law that you would like to suggest to a government official? Write a persuasive letter telling him or her why.
- ★ Make a how-to video to demonstrate how to follow one rule or law.
- ★ Make your own puppet show! The topic should be "What happens when rules are broken?"
- ★ Create a set of rules for Pre-K learners to help them better understand how to stay safe and happy at Meadow Drive or Hampton Street.
- ★ Be Silly with Rules! Think of at least three silly rules and explain what would happen if those were the real rules. Create a video, story, or writing piece about the rules. (e.g., If we all had to walk on our hands down the hallway...)
- ★ Come up with another idea and be sure to check with your teacher before beginning your project!

# Trimester 1 Enrichment



## Trimester 1 Math Enrichment

**DESCRIPTION:** For this badge, the learner has an option to complete one of the enrichment projects outlined below. The goal for these projects is for the learner to be able to dive more deeply into the second grade content based on the learner's interests. These projects should be completed by choice at home with your child and presented in class.

### CRITERIA:

- Learner completes at least one project based on the options below and presents it to the class.

### CHOICES:

- ★ Write and illustrate a story that includes 2 addition and 2 subtraction word problems and share it with the class.
- ★ Create a math game where the players have to answer addition and subtraction questions to move forward in the game.
- ★ Create a video or chart that explains how to solve addition and/or subtraction word problems to someone younger than you.
- ★ Come up with another idea and be sure to check with your teacher before beginning your project!

## Trimester 2 Enrichment



## Trimester 2 Reading Enrichment

**DESCRIPTION:** For this badge, the learner has an option to complete one of the enrichment projects outlined below. The goal for these projects is for the learner to be able to dive more deeply into the second grade content based on the learner's interests. These projects should be completed by choice at home with your child and presented in class.

### **CRITERIA:**

- Learner reads at least one chapter book.
- Learner completes at least one response based on the options below and presents it to the class.

### **CHOICES:**

- ★ Create a comic strip following the plot of the chapter book that you read.
- ★ Write an alternate beginning or an alternate ending for the book that you read.
- ★ Turn the chapter book into a play! Use the book to write a short script.
- ★ Turn the chapter book into a board game or coding game. Use the book plot, characters, and settings to develop the game.
- ★ Select a character from the book you read to dress up as and tell the class about the character traits you admire in this character.
- ★ Come up with another idea and be sure to check with your teacher before beginning your project!

## Trimester 2 Enrichment



## Trimester 2 Communities Enrichment

**DESCRIPTION:** For this badge, the learner has an option to complete one of the enrichment projects outlined below. The goal for these projects is for the learner to be able to dive more deeply into the second grade content based on the learner's interests. These projects should be completed by choice at home with your child and presented in class.

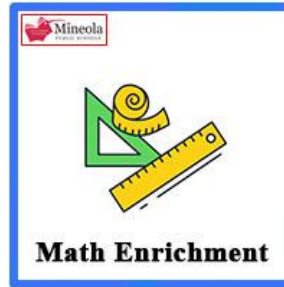
### **CRITERIA:**

- Learner explains the differences between urban, suburban, and rural communities.
- Learner completes at least one response based on the options below and presents it to the class.

### **CHOICES:**

- ★ Design a travel brochure for the community of your choice.
- ★ Pretend you are the mayor of Mineola. Write a speech to address the members of your community.
- ★ Design your own community! It must include all of the necessary features to be a successful community.
- ★ Make a collage to represent a community of your choice.
- ★ Identify a problem in the community and find ways to solve this problem.
- ★ Come up with another idea and be sure to check with your teacher before beginning your project!

## Trimester 2 Enrichment



## Trimester 2 Math Enrichment

**DESCRIPTION:** For this badge, the learner has an option to complete one of the enrichment projects outlined below. The goal for these projects is for the learner to be able to dive more deeply into the second grade content based on the learner's interests. These projects should be completed by choice at home with your child and presented in class.

### **CRITERIA:**

- Learner completes at least one project based on the options below and presents it to the class.

### **CHOICES:**

- ★ Create a measurement scavenger hunt where family members or friends search for objects of specific measurements, such as finding something that is 12 inches long or weighs 5 pounds.
- ★ Design a new room in your home using various shapes that you have learned about. Create a blueprint of the new room and share it with the class.
- ★ Write a shape song that includes at least four different 3D shapes and describes their attributes.
- ★ Come up with another idea and be sure to check with your teacher before beginning your project!

# Trimester 3 Enrichment



## Trimester 3 Reading Enrichment Badge

**DESCRIPTION:** For this badge, the learner has an option to complete one of the enrichment projects outlined below. The goal for these projects is for the learner to be able to dive more deeply into the second grade content based on the learner's interests. These projects should be completed by choice at home with your child and presented in class.

### CRITERIA:

- Learner reads a variety of informational texts about a topic that I am interested in.
- Learner completes at least one response based on the options below and presents it to the class.

### CHOICES:

- ★ Create a fictional picture book about a fictional story that includes nonfiction facts about your topic.
- ★ Create a poster or presentation explaining at least five of the most fascinating facts that you have learned.
- ★ Use one of the apps to create a slideshow or video about your topic.
- ★ Write a nonfiction book about your topic using your own words. Include text features.
- ★ Write a song or poem about your topic.
- ★ Build a model or diorama of the topic you read about.
- ★ Come up with another idea and be sure to check with your teacher before beginning your project!

# Trimester 3 Enrichment



## Trimester 3 Habitat Enrichment

**DESCRIPTION:** For this badge, the learner has an option to complete one of the enrichment projects outlined below. The goal for these projects is for the learner to be able to dive more deeply into the second grade content based on the learner's interests. These projects should be completed by choice at home with your child and presented in class.

### **CRITERIA:**

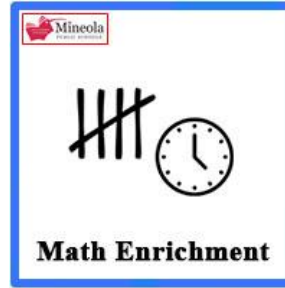
- Learner understands that a habitat can be defined by its unique characteristics.
- Learner completes at least one response based on the options below and presents it to the class.

### **CHOICES:**

- ★ Design a new habitat. What would your new habitat be like? (Use one of the other options listed below to explain your habitat.)
- ★ Create a diorama of a habitat of your choice.
- ★ Pretend you are a tour guide! Create a video about the habitat that you choose.
- ★ Write riddles about each of the habitats.
- ★ Write a poem or story from the point of view of an animal or plant that lives in your selected habitat.
- ★ Come up with another idea and be sure to check with your teacher before beginning your project!



# Trimester 3 Enrichment



## Trimester 3 Math Enrichment

**DESCRIPTION:** For this badge, the learner has an option to complete one of the enrichment projects outlined below. The goal for these projects is for the learner to be able to dive more deeply into the second grade content based on the learner's interests. These projects should be completed by choice at home with your child and presented in class.

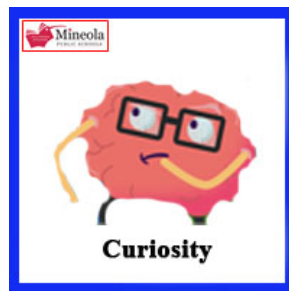
### CRITERIA:

- Learner completes at least one project based on the options below and presents it to the class.

### CHOICES:

- ★ Design your dream day. Stop and jot down or draw pictures showing what activities you would be doing at 6 times during the day (7:30 a.m., 10:00 a.m., 12:30 p.m, 2:00 p.m., 5:30 p.m., 7:30 p.m.)
- ★ Create a survey to share with classmates or family members on a topic, such as favorite ice cream flavors or favorite movies. Create a bar graph or picture graph to show the results.
- ★ Choose 4 activities that you like doing, such as going to the park or cooking. Tally up how many times you do each of those activities in a month. Create a graph to show the results.
- ★ Come up with another idea and be sure to check with your teacher before beginning your project!

Enrichment



## Curiosity

(Enrichment)

**DESCRIPTION:** This badge is awarded to learners who demonstrate new skills they learned on their own. Learners should use a variety of resources, such as online tutorials, videos or asking experts to learn a new skill.

**CRITERIA:**

- Learner learns a new skill on their own using a variety of resources (i.e. online videos, tutorials and/or asking experts).
- Learner shares the new skill to the class.

# STEAM



## Matter

**DESCRIPTION:** For this badge, the learner should be able to use their knowledge of states of matter and observable properties to solve an engineering design challenge at the end of this unit.

### CRITERIA:

- Learner plans and conducts an investigation to describe and classify different kinds of materials by their observable properties
- Learner applies knowledge I learned in class to determine which materials have the properties that are best suited for a design engineering project.

### HOW TO PRACTICE:

- Go for a “Matter Hunt.” Draw different objects you see and classify them as a solid, liquid, or gas.
- Play “Guess the Object.” Put a mystery object in a bag and have the other person use their sense of touch to feel the object while using various adjectives to describe the object.

### Resources and Links:



[BrainPop Jr.](#)



[States of Matter](#)

**Standards:**2PS11, 2PS12

# STEAM



## Animals and Their Habitat

**DESCRIPTION:** For this badge, the learner should be able to describe the characteristics of habitats and the animals and plants that live in them.

### CRITERIA:

- Learner researches a habitat and provide information that highlights the habitat's unique features.
- Learner conducts experiments to understand the importance of various animal adaptations.
- Learner explores different food chains and the components of a food chain to understand the relationships between plants and animals.
- Learner develops an understanding of the changes that occur in habitats, as well as the human impact upon the environment and its inhabitants.

### HOW TO PRACTICE:

- Visit the zoo and observe animals in their environment!
- Take out books about different animals to understand their needs.
- Visit the Hempstead Plains site in Nassau County!

### *Resources and Links:*



[BrainPOP Jr. Habitats](#)

**Standard:** 2LS41

# STEAM



## Landforms

**DESCRIPTION:** For this badge, the learner should be able to describe and locate various landforms on maps. The learner should be able to create models and describe the characteristics of various landforms.

### CRITERIA:

- Learner develops a model to represent the different forms of land and bodies of water in an area.
- Learner uses various media sources to identify where water is found on Earth and that it can be solid or liquid.
- Learner uses materials to show several landforms and bodies of water in a 3D model.

### HOW TO PRACTICE:

- Look at a map. Can you locate different landforms? Bodies of water?
- Create your own island with various landforms on it.

### *Resources and Links:*



[BrainPOP Jr.](#)



[Continent Song](#)

**Standards:**2ESS22, 2ESS23

STEAM



## The Needs of Plants

**DESCRIPTION:** For this badge, the learner should be able to give evidence to support a claim about what plants need to survive.

**CRITERIA:**

- Learner can identify the parts of plants and what role each part has in the plant's survival.
- Learner can explore the variables present during an experiment where different factors are changed to determine which ones are necessary for a plant's survival.
- Learner can make a claim that is supported with evidence to prove what plants need to survive.

**HOW TO PRACTICE:**

- Grow plants from seeds and keep a plant journal!
- Examine the parts of plants in your home.

*Resources and Links:*



[BrainPOP Jr.](#)



[Grow a Plant](#)

**Standards:** 2LS21, 2LS22, 2LS41

# STEAM



## Think Like a Scientist

**DESCRIPTION:** For this badge, the learner should be able to ask questions, define problems, develop and use models, as well as plan and carry out scientific investigations.

### CRITERIA:

- Learner asks questions, makes observations, and gathers information about a simple problem.
- Learner draws or makes a model to illustrate how to solve a given problem.
- Learner analyzes data to compare the strengths and weaknesses of solutions.

### HOW TO PRACTICE:

- When talking to your child(ren) about something they observe in nature, ask them about things they wonder using various question words (who, what, where, etc.).
- Draw simple sketch, drawing, or create a physical model to show understanding of specific scientific phenomena. (What do you think happens to the water in a puddle after it rains?).

### Resources and Links:



[BrainPOP Jr.](#)



[Asking and Answering  
Questions Video](#)

**Standards:** 2LS21, 2LS22, 2LS41

Art



## Tint/Shade

**DESCRIPTION:** For this badge, the learner should be able to know the difference between a tint/shade.

**CRITERIA:**

- Learner understands that with a tint you add white to a color to lighten and a shade you add black to a color to darken it.

**HOW TO PRACTICE:**

- Practice painting with watercolor or tempera paint. Add white to any color and watch it lighten into a tint. Start again, pick a new color and add black to the color to shade it darker.

*Resources and Links:*



[Art Song](#)

**Standards:** NYS Arts Standards



Art



Texture

**DESCRIPTION:** For this badge, the learner should be able to know what a texture is and how to draw or paint one.

**CRITERIA:**

- Learner explains that texture is the way something feels to the touch or looks to the eye.
- Learner draws or paints a texture on paper to show how the object would feel to touch (e.g., smooth, rough, soft, bumpy, hard and shiny are all textures).

**→ HOW TO PRACTICE:**

- Practice drawing or painting different textures on paper to show how the object would feel to touch (e.g., smooth, rough, soft, bumpy, hard, and shiny are all textures).

*Resources and Links:*



[Texture Song](#)

**Standards:** NYS Arts Standards

Art



## Artwork

**DESCRIPTION:** For this badge, the learner should be able to complete at least four pieces of distinct artwork over the course of the year.

**CRITERIA:**

- Learner participates actively in art class.
- Learner creates at least four pieces of artwork in art class.

**HOW TO PRACTICE:**

- ➔ Draw, paint, collage, sculpt with your child at home using diverse materials.
- ➔ Visit museums with your child and make artwork together based on their favorite pieces.

*Resources and Links:*



[Art Activities to Try at Home](#)

**Standards:** NYS Arts Standards

# Music



## Instruments

**DESCRIPTION:** For this badge, the learner should be able to identify orchestra instruments and classify them into instrument families.




**CRITERIA:**

- Learner names orchestral instruments by sight and sound.
- Learner classifies instruments by instrument family (string, woodwind, brass and percussion).

**HOW TO PRACTICE:**

- Check the Mineola school calendar and take your child to Mineola concerts. Discuss the different instruments you see.
- Practice identifying instruments with “George Meets the Orchestra,” “Musical Instruments of the Orchestra” and” Instruments of the Orchestra- Listening Test 01.”

*Resources and Links:*

 <a href="#">George meets the Orchestra</a>	 <a href="#">Musical Instruments of the Orchestra</a>	 <a href="#">Instruments of the Orchestra - Listening Test 01</a>
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**Standards:** NYS Music Standards

# Music



## Music Literacy

**DESCRIPTION:** For this badge, the learner should be able to sight read basic melodic and rhythm patterns.

**CRITERIA:**

- Learner reads rhythm patterns by clapping, patting or playing percussion instruments.
- Learner sight sings basic melodic patterns.

**HOW TO PRACTICE:**

→ Use the links below to practice reading music.

*Resources and Links:*



[Do Re Mi Challenge](#)



[Reading Rhythms 1](#)



[Reading Rhythms 2](#)



[Reading Rhythms 3](#)

**Standards:** NYS Music Standards

# Music



## Singing

**DESCRIPTION:** For this badge, the learner should be able to sing the “Fifty Nifty United States” song.

**CRITERIA:**

- Learner sings “Fifty Nifty United States.”

**HOW TO PRACTICE:**

- Use all four of the links to practice reading and singing “Fifty Nifty United States.”

*Resources and Links:*



[Fifty Nifty Vocals](#)



[Fifty Nifty with music  
rests](#)



[Fifty Nifty Piano  
Accompaniment](#)



[Fifty Nifty with USA  
map](#)

**Standards:** NYS Music Standards

## Physical Education



## P.E. Safety

**DESCRIPTION:** For this badge, the learner should be able to participate in Physical Education class without putting themselves or their peers at risk.

### CRITERIA:

- Learner listens when the teacher is speaking and explaining directions.
- Learner transitions into PE class safely and in an orderly fashion.
- Learner uses equipment according to teacher instruction.
- Learner uses space according to teacher instruction.
- Learner displays the six pillars of character education: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

### HOW TO PRACTICE:

- Talk to your child about safety and sports, what it means and how to be safe. Make sure your child uses sports equipment safely.
- Talk to your child about how to be safe in different spaces by listening to directions.
- Play Simon Says to practice listening.

### *Resources and Links:*



[Keep Your Hands to Yourself](#)

**Standards:** PE2, PE3

# Physical Education



## Effort

**DESCRIPTION:** For this badge, the learner should be able to demonstrate a growth mindset through their participation and investment throughout Physical Education class.

### CRITERIA:

- Learner continues to try new and old activities regardless of skill level.
- Learner demonstrates enthusiasm for learning and trying new things.
- Learner displays the six pillars of character education: trustworthiness, respect, responsibility, fairness, caring and citizenship.

### HOW TO PRACTICE:

- Talk to your child about what it means to try, to fail, and to try again. Encourage your child to learn from his or her mistakes.
- Tell your child about times when you have had to work hard to get better at something and what it felt like to practice, even when something was hard.

### Resources and Links:



[Class Dojo Growth Mindset](#)



[The Power of Yet](#)



[Don't Give Up](#)

**Standards:** PE1, PE2, PE3

## Physical Education



## Sportsmanship

**DESCRIPTION:** For this badge, the learner should be able to demonstrate respect for teachers and peers. The learner should maintain a calm affect throughout Physical Education class the majority of the time.

### CRITERIA:

- Learner gives positive recognition for peers throughout activities.
- Learners participate in activities honestly.
- Learners listen while peers are speaking.
- Learners demonstrate respect for equipment, classmates and teachers.
- Learners display the six pillars of character education: trustworthiness, respect, responsibility, fairness, caring and citizenship.

### HOW TO PRACTICE:

- Talk to your child about good sportsmanship, what it means and how to be a “good sport” in school and when playing at home.
- Praise your child for displaying good sportsmanship behaviors such as giving a high five or positive statement to a competitor, telling the truth in a difficult situation, respecting others in play and displaying the six pillars of character education.

### *Resources and Links:*



[How to Be a Good Sport](#)



[Sesame Street: Respect](#)

**Standard: PE2**



Library



## Digital Citizenship

**DESCRIPTION:** For this badge, the learner should be able to identify actions that are safe, responsible, and respectful when using technology.

**CRITERIA:**

- Learner shares one way that they will be safe, responsible, and respectful with the iPad.

**HOW TO PRACTICE:**

- Talk to your child about appropriate ways to use the iPad.
- Outline norms for using the iPad at home.
- Create a list of safe ways to use the iPad.

**Standard:** 2-3DL7

Library



## Keyboarding

**DESCRIPTION:** For this badge, the learner should be able to identify keys on the keyboard.

**CRITERIA:**

- Learner locates and uses the main keys on a keyboard to enter text independently.

**HOW TO PRACTICE:**

- Practice using the keys on the iPad to spell words.
- Print out a keyboard or use a keyboard that you have at home and ask your child to find a letter.
- Model using the keyboard for your child.

**Standard:** 2-3DL1

# Library



## Second Grade Coder

**DESCRIPTION:** For this badge, the learner should be able to complete a series of coding challenges.

### CRITERIA:

- Learner creates sprites and backdrops
- Learner codes a sprite to say something.
- Learner creates a clickable map using information from research.

### HOW TO PRACTICE:

- Visit the coding website below for some free unplugged coding activities.
- Play Kodable on iPad.
- Practice using Maze Code app in kidOYO.
- Have your child create a code/algorithm (draw arrows) to get from one room to another.

### *Resources and Links:*



[Hampton Street  
kidOYO page](#)



[Meadow Drive  
kidOYO page](#)

**Standards:** 2-3CT6,7,8,9,10

## Library



## Level Up Coder

**DESCRIPTION:** For this badge, the learner should maintain their curiosity about coding and continue their coding journey independently on KidOYO.

**CRITERIA:**

- Learner continues Kid OYO pathways independently.

**HOW TO PRACTICE:**

- Visit the free coding website below for some free unplugged coding activities.
- Go on Kid OYO and complete the coding pathways.

*Resources and Links:*



[Hampton Street  
kidOYO page](#)



[Meadow Drive  
kidOYO page](#)



[Coding Website](#)

**Standard:** N/A

Trimesters  
1, 2, 3



## Parent Communication






**DESCRIPTION:** For this badge, the PARENT must sign and enter comments in the Badge Book.

**CRITERIA:**

- PARENT signs the “trimester” pages of the Badge Book in the appropriate trimester.
- PARENT writes a comment regarding their learner’s progress in the Badge Book.
- Parent sends the Badge Book back to school the same week the book is sent home.

# Mission Pathways

The mission of the Mineola Union Free School District is to inspire each student to be a life-long learner, pursue excellence, exhibit strength of character and contribute positively to a global society. The mission pathways outline several activities that children can participate in that align with the Mineola mission.

Pursue Excellence Mission Badge	Contributing Positively Mission Badge	Strength of Character Mission Badge	Goal Setting Mission Badge	Curiosity Mission Badge
 <p><b>Pursue Excellence</b></p> <p>I can work hard and learn new things!</p>	 <p><b>Contributing Positively</b></p> <p>I can make the world a better place!</p>	 <p><b>Strength of Character</b></p> <p>I can build my strength of character!</p>	 <p><b>Goal Setting</b></p> <p>I can set goals for myself and achieve them!</p>	 <p><b>Curiosity</b></p> <p>I can demonstrate curiosity and pursue my interests!</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Earn all of your badges in the area of your choice (i.e. Specials, Literacy, Math, etc.)</li> <li><input type="checkbox"/> Create/Write a book</li> <li><input type="checkbox"/> Consistently use your learning apps</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in a school-wide or classroom-wide community service activity</li> <li><input type="checkbox"/> Participate in out-of-school community service (share a photo of yourself doing this with your teacher)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Earn Hampton H.E.L.P.E.R. or Meadow Mindset Recognition</li> <li><input type="checkbox"/> Make progress or consistently demonstrates Behaviors that Promote Learning throughout the year</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Set a goal to earn a badge with your teacher and earn that badge</li> <li><input type="checkbox"/> Achieve a goal in a special area class</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Earn at least two Enrichment badges (Badge Book)</li> <li><input type="checkbox"/> Earn KidOYO badges</li> <li><input type="checkbox"/> Participate in Coding Projects</li> </ul>

# Mineola UFSD

## Board of Education

Cheryl Lampasona - President

Stacey DeCillis - Vice President

### *Trustees*

Margaret Ballantyne, Ph.D. | Brian Widman | Patrick Talty

### *Student Representatives*

Afet Kerimova | Jasline Malik

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Superintendent of Schools

Catherine Fishman  
Deputy Superintendent

Will Herman  
Assistant Superintendent for Business and Operations

Sara Ortiz  
Director of Curriculum, Instruction, & Learning

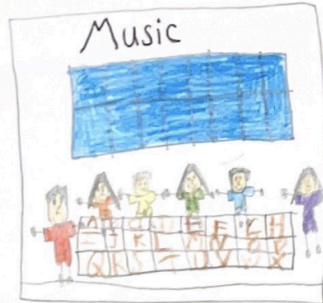
Margarita Maravel  
Director of Personnel

Whittney Smith, Ed.D.  
Director of Instructional Technology & Assessment

## Mineola Early Childhood Schools Administration

Amaris Melendez - Principal, Hampton Street School  
Jennie Fahey - Principal, Meadow Drive School

# Mineola



Artwork by Andrew Dell Italia