

SECOND GRADE

CONTENT STANDARDS FOR CALIFORNIA SCHOOLS

Parent Resource Book

**Designed to Improve
Student Performance
through Communication
and Partnership**

Adapted and Prepared by:

Tehama County Department of Education
and the Eighteen School Districts of
Tehama County, California

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Tehama County Department of Education (TCDE) is dedicated to supporting schools and districts as they work to improve student achievement and meet the needs of all learners. The Department provides services and resources to educators, parents, students, and the community. Please visit our website at www.tehamaschools.org for a complete listing of Department offerings. The following programs offer resources that may be especially valuable for parents:

Early Childhood Education Programs

TCDE Early Childhood Education Programs provide leadership and assistance to ensure quality experiences for children ages 0 to 5 years. The goal for these programs is to give young children the tools they need to enter school with a foundation of knowledge and skills that will allow them to be successful throughout their school experience.

Contact: Paula Brown-Almond, Programs Director (530) 528-7343

Student Support Services

TCDE Student Support Services provide residents of Tehama County, health and human service agencies, and schools research, materials, and/or technical assistance in the areas of substance abuse and violence prevention, health education, school safety and crisis planning, as well as resiliency and youth development.

Contact: Amy Henderson, Programs Director (530)528-7357

Safe Education and Recreation for Rural Families - SERRF

SERRF provides a safe, healthy, enriching environment for school children during the after school hours. Homework tutoring, academic enrichment, recreation, social skills development, and prevention activities are all a part of the SERRF Program.

Contact: Karla Stroman, Program Director (530) 528-7392

Special Programs

TCDE provides a wide range of services for children and young adults with special needs. These specialized programs and services are operated at the request of the county school districts, but it is the Individualized Education Plan Team who makes decisions about the type of placement or services a student may be provided.

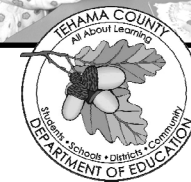
Contact: Heidi Schueller, Assistant Superintendent of Special Programs and Services (530) 528-7248

Looking For More?

Visit the TCDE website for a wealth of additional information, website links, and other free educational resources...

www.tehamaschools.org

- * **Internet safety information** – teach your children safe browsing skills
- * **Early childhood education** – programs & resources
- * **After school activities** – SERRF program, school finder, sponsored events
- * **Free educational resources** – links to homework help, educational games and other free resources to make learning fun and enriching
- * **Information for parents** – school safety, emergency notifications
- * **School performance information** – learn about the schools in Tehama County



Investigation and Experimentation

Scientific Progress is Made by Asking Meaningful Questions and Conducting Investigations

- Encourage your child use a:
 1. Thermometer to measure the temperature of air and water.
 2. Yard stick to measure the size of two rooms in the house.
 4. Tape measure to measure wood for a project.
 5. Measuring cup to measure ingredients for baking.

The Importance of Parent Involvement and Content Standards

California Content Standards identify what students should know and be able to do at each grade level. They identify what is to be learned. There are standards for the four core academic areas of English Language Arts, Mathematics, History/Social Science, and Science. There are also standards for English Language Development, Physical Education, Health Education, Career Technical Education and the Visual and Performing Arts.

The standards for the four core academic areas are included in this resource booklet as it is important for parents to know what students are expected to learn so learning can be reinforced at home. We know from research that “students with involved parents are more likely to earn higher grades and test scores and enroll in higher-level programs, be promoted, pass their classes, earn credits, attend school regularly, have better social skills, and graduate and go on to postsecondary education.”

Also included in this booklet are suggestions for setting up a home environment to optimize student learning and specific home activities in support of each of the four core areas of language arts, mathematics, history/social science, and science. We know that when parents talk to their children about school, expect them to do well, make sure that out-of-school activities are constructive, and help them plan for college, their children perform better in school.

Unleash the power of this booklet. Become familiar with the standards so you know what your child is expected to learn. Follow the five suggestions for setting up an environment to increase student learning. Engage in the suggested activities to support learning. Have fun learning together!

Environment for Student Learning

We encourage all parents to set up an environment to increase student learning:

1. **Strive to establish an encouraging family atmosphere by:**
 - Acknowledging and supporting your child's efforts.
 - Reinforcing positive behavior.
 - Providing opportunities for service to others.
2. **Be involved in your child's education by:**
 - Providing help, resources, and encouragement.
 - Showing interest and supporting your child's work.
 - Upholding the school's expectations.
 - Supporting and participating in school service opportunities.
3. **Set up an atmosphere conducive to learning by:**
 - Scheduling a regular, daily time where all family members are studying.
 - Making sure the house is quiet during this study time.
 - Establishing a location for completing homework that has appropriate lighting and supplies (e.g., paper, pencils, glue, crayons, resources).
 - Assigning a special place to keep school materials.
 - Reviewing the child's homework before it is handed in.
 - Establishing a consistent bedtime.
4. **Strengthen communication with your child by:**
 - Spending quality time with your child.
 - Sharing resources from your community with your child (e.g., parks, libraries, special buildings).
 - Establishing and enforcing reasonable consequences for misbehavior.
5. **Be involved in your child's school community by:**
 - Attending parent/teacher conferences.
 - Contacting your child's teacher when questions arise.
 - Spending time in your child's classroom.
 - Attending school functions.

Home Activities for Science

Physical Sciences

Motion of Objects Can be Observed and Measured

- Together make different musical instruments (e.g., rubber band guitars, ruler, bottles with water). Help them discover the following; (1) when objects vibrate, they create sound, and (2) the faster the vibration, the higher the sound.
- Together ride bikes and talk about the force that makes the bike go forward. Discuss the force that moves other things (e.g., skate board, skates, car).
- Provide your child with a good magnet and invite him/her to find all the things that the magnet will pick up. Encourage him/her to record this information and draw some conclusion. Encourage your child to find some way to move things, with a magnet, without the magnet touching them.

Life Sciences

Plants and Animals have Predictable Life Cycles

- Together get a book that talks about the life cycles of different animals. Discuss how babies look for different.
- Together grow plants. With one plant, treat it nicely, talking to it and giving it the best growing conditions. With the second plant, place it outside and give it water when needed, but leave it alone. With the third plant, put it in a window, give it water, but make it listen to rock music for long periods of time. After a month, see which plant is growing the best and talk about why.

Earth Sciences

Earth's Materials have Distinct Properties and Provide Resources

- Invite your child begin a rock collection. Ask questions about the properties of each rock and ask why rocks are different e.g., Rocks are different because of the way they are made and/or their mineral content.
- While traveling, look for fossils or layers of a canyon and discuss why the canyon has different colors.
- Together make a canyon in a glass jar by pouring in different colored solids, one at a time, so the jar has layers of color.

Earth Sciences

- 3. Earth is made of materials that have distinct properties and provide resources for human activities.**
- Know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.
 - Know that smaller rocks come from the breakage and weathering of larger rocks.
 - Know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.
 - Know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.
 - Know that rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

Investigation and Experimentation

- 4. Scientific progress is made by asking meaningful questions and conducting careful investigations.**
- Make predictions based on observed patterns and not random guessing.
 - Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.
 - Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).
 - Write or draw descriptions of a sequence of steps, events, and observations.
 - Construct bar graphs to record data, using appropriately labeled axes.
 - Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.
 - Follow oral instructions for a scientific investigation.

State Standards for English Language Arts

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

- Recognize and use spelling patterns when reading.
- Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).
- Decode two-syllable words & regular multi-syllable words.
- Recognize common abbreviations (e.g., Jan., Sun., Mr.).
- Identify and use regular plurals (e.g., -s, -es, -ies) & irregular plurals (e.g., fly/flies, wife/wives).
- Read aloud fluently.
- Understand & explain common antonyms and synonyms.
- Use knowledge of individual words found in unknown compound words to predict their meaning.
- Know the meaning of simple prefixes & suffixes (e.g., over, un-, -ing, -ly).
- Identify simple multiple-meaning words.

2.0 Reading Comprehension

- Use titles, tables of content, & chapter headings to locate information in books.
- State the purpose for reading, such as telling what information is sought.
- Use knowledge of the author's purpose(s) to comprehend informational text.
- Ask clarifying questions about essential textual elements in books.
- Restate the facts and details in the text to clarify & organize ideas.
- Recognize cause-and-effect relationships in a text.
- Interpret information from diagrams, charts, & graphs.
- Follow two-step written instructions.

3.0 Literary Response and Analysis

- Compare and contrast plots, settings, and characters presented by different authors.
- Generate alternative endings to plots and identify the reasons for, and the impact of these changes.
- Compare and contrast different versions of the same stories that reflect different cultures.
- Identify the use of rhythm, rhyme, & alliteration in poetry.

Writing

1.0 Writing Strategies

- 1.1 Group related ideas & maintain a consistent focus.
- 1.2 Create readable documents with legible handwriting.
- 1.3 Understand the purposes of various reference materials (e.g., dictionary).
- 1.4 Revise original drafts to improve sequence & provide more descriptive detail.

2.0 Writing Applications

- 2.1 Write brief narratives based on their experiences.
- 2.2 Write a friendly letter complete with date, salutation, body, closing, & signature.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

- 1.1 Distinguish between complete & incomplete sentences.
- 1.2 Recognize and use the correct word order in written sentences.
- 1.3 Identify & correctly use various parts of speech, including nouns and verbs, in writing & speaking.
- 1.4 Use commas in the greeting and closure of a letter, dates, & items in a series.
- 1.5 Use quotation marks correctly.
- 1.6 Capitalize all proper nouns, words at the beginning of sentences, greetings, months, days of the week, titles, & initials of people.
- 1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said).
- 1.8 Spell basic short-vowel, long-vowel, r-controlled vowels, & consonant-blend patterns, correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

- 1.1 Determine the purpose or purposes for listening (e.g., to obtain information, report to class).
- 1.2 Ask for clarification & explanation of stories & ideas.
- 1.3 Paraphrase information that has been shared orally by others.
- 1.4 Give & follow three- and four-step oral directions.
- 1.5 Organize presentations that maintain a clear focus.
- 1.6 Speak clearly & at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

State Standards for Science

Physical Sciences

1. The motion of objects can be observed and measured.

- a. Know that the position of an object can be described by locating it in relation to another object or to the background.
- b. Know how an object's motion can be described by recording the change in position of the object over time.
- c. Know that the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
- d. Know that tools and machines are used to apply pushes and pulls (forces) to make things move.
- e. Know that objects fall to the ground unless something holds them up.
- f. Know how magnets can be used to make some objects move without being touched.
- g. Know that sound is made by vibrating objects and can be described by its pitch and volume.

Life Sciences

2. Plants and animals have predictable life cycles.

- a. Know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
- b. Know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
- c. Know that many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
- d. Know there is variation among individuals of one kind within a population.
- e. Know that light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
- f. Know that flowers and fruits are associated with reproduction in plants.

Governmental Institutions and Practices in United States and Other Countries

- Talk to your child about how laws are made in the United States. Role play the different steps used to get a law passed (e.g., determine a need, write the legislation, present to legislature, vote, present to the governor/president, implement).
- When seeing a movie that contains a court scene, talk with your child about the role of the court in our governmental system.

Basic Economic Concepts / Basic Economic Reasoning

- Take your child grocery shopping and teach them about shopping for value (e.g., Larger quantities are sometimes cheaper. Not buying name brand items may save money.).
- When eating dinner, talk with your child about how the food got from the farmer to your table.
- Visit a farm/ranch to see how food is grown/raised.
- Compare the process of growing food today with food production long ago (e.g., planting rice by airplane vs. planting rice by hand).
- When shopping, talk about buying things that are on sale and reasons why the store is willing to take a lower price for the item.
- When shopping, talk about the concept of supply and demand (e.g., Why does the price of gasoline go up when the supply is low?).

Heroes Made a Difference in Others' Lives

- As a family, pick an American hero and list the things the person did that made a difference in others' lives.
- Have each member of the family make a poster showing the accomplishments of an American hero. Display the posters around the house.
- During each legal holiday, talk about the person being celebrated and discuss the impact that person or event did for others (e.g., Fourth of July - People who fought for freedom).
- Play the game "Who am I" with the family. One family member names the accomplishments of a hero while the other family members guess that person's name. Count the number of clues needed before someone guesses the person's name.

Activities for Language Arts

Reading

- Read aloud daily, child to parent/parent to child.
- Subscribe to children's magazines especially related to your child's areas of interest.

Reading Comprehension

- Help your child summarize or retell what he/she reads.
- After reading a story, invite your child to retell the story in order, tell a different ending to the story, and/or tell why this ending is possible.
- Read only half of a story and with your child make up an ending. Then read the rest of the story and compare the endings.
- Ask your child questions about the stories you read.

Writing

- In a journal, invite your child to write a minimum of two sentences about important and/or daily events.
- Encourage your child to write thank you notes for presents received, good deeds, etc.
- Encourage your child to write invitations to a birthday party.
- Encourage your child to write letters to a pen pal or family member outside the home.
- Together write poems, riddles, and/or jokes.

Written and Oral English Language Conventions

- Make a calendar of special family events.
- Look at a newspaper with your child and highlight frequently used words (e.g., the, a, I, am). Play game to practice spelling some of these commonly used words.
- Model proper language usage.

Listening and Speaking

- Encourage discussion by asking questions that cannot be answered with yes or no (e.g., What was your favorite part of today and why?).
- Invite your child to read aloud his/her spelling words or a short story into a tape recorder. Listen and discuss the reading.

State Standards for Mathematics

Number Sense

1.0 Number Relationships

- 1.1 Count, read, and write whole numbers to 1,000 & identify the place value for each digit.
- 1.2 Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$) to represent numbers to 1,000.
- 1.3 Order & compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$.

2.0 Addition and Subtraction

- 2.1 Understand & use the inverse relationship between addition & subtraction to solve problems & check solutions (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$).
- 2.2 Find the sum or difference of two whole numbers up to three digits.
- 2.3 Use mental math to find the sum or difference to two-digit numbers.

3.0 Multiplication and Division

- 3.1 Use repeated addition, arrays, and count by multiples to do multiplication.
- 3.2 Use repeated subtraction, equal sharing, & form equal groups with remainders to do division.
- 3.3 Know/memorize multiplication tables of 2s, 5s, & 10s to "10 X 10."

4.0 Fractions and Decimals

- 4.1 Recognize, name, & compare unit fractions from $1/12$ to $1/2$.
- 4.2 Recognize fractions of a whole and parts of a group.
- 4.3 Know that all fractional parts together (e.g., four fourths) equal one whole.

5.0 Computation with Money

- 5.1 Solve problems using combinations of coins and bills.
- 5.2 Know and use decimal notation and the dollar & cent symbols for money.

6.0 Estimation

- 6.1 Recognize when an estimate is reasonable in measurements.

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sittling Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

Home Activities for History–Social Science

Things that Happened Long Ago / Things That Happened Yesterday

- Share/make a family tree with your child using pictures and family documents.
- Share and discuss, with your child, information about family members, using pictures if possible.
- Talk with your child about his/her grandparents, discussing the jobs they did compared with the jobs people do today.

Maps of People, Places, and Environments

- Help your child make a small map of the community, including the family home, school, roads, and other places of importance to the child.
- Invite your child to draw the route from home to school. Then drive your child to school, following the map. Be sure to point out each street on the trip.
- When taking a trip with your child, first highlight the route to be taken on a road map. Then, during the trip, point out where you are in comparison to the map.
- When reading a book to your child, if the book talks about a location, show your child that location on the map.
- Go to www.weather.com and note the temperature of different cities across the United States. Record these temperatures and make comparisons every three to four days.
- Explain to your child ordinal directions (N, S, E, W) and use them when traveling.

State Standards for History–Social Science

People Who Make a Difference

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

2.3 Students explain governmental institutions and practices in the United States and other countries.

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

Algebra and Functions

1.0 Number Relationships

- 1.1 Use commutative and associative rules to simplify mental calculations and to check results.
- 1.2 Relate problem situations to number sentences involving addition and subtraction.
- 1.3 Solve addition and subtraction problems using data from simple charts, picture graphs, and number sentences.

Measurement and Geometry

1.0 Measurement

- 1.1 Measure the length of objects by repeating a nonstandard or standard unit.
- 1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.
- 1.3 Measure the length of an object to the nearest inch and/or centimeter.
- 1.4 Tell time to the nearest quarter hour & know relationships of time (e.g., minutes in an hour, days in a month).
- 1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m.-4:00 p.m.).

2.0 Geometry

- 2.1 Describe & classify plane & solid geometric shapes (e.g., circle, triangle) according to the number & shape of faces, edges, & vertices.
- 2.2 Put shapes together & take them apart to form other shapes.

Statistics, Data Analysis, and Probability

1.0 Data

- 1.1 Record numerical data in systematic ways, keeping track of what has been counted.
- 1.2 Represent the same data in more than one way.
- 1.3 Identify range and mode.
- 1.4 Ask & answer simple questions related to data representations.

2.0 Patterning

- 2.1 Recognize, describe, and extend patterns and determine a text term in linear patterns.
- 2.2 Solve problems in simple number patterns.

Mathematical Reasoning

1.0 Making Decisions about a Problem

- 1.1 Determine the approach, materials, and strategies to be used.
- 1.2 Use tools, such as manipulatives or sketches, to model problems.

2.0 Solving Problems and Justify Reasoning

- 2.1 Defend the approach, materials, and strategies to be used.
- 2.2 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Make Connections

- 3.1 Note connections between one problem and another.

Home Activities for Mathematics

Number Sense

- Together play card games involving numbers such as *Tens* or *Go Fish*.
- Encourage your child practice counting money using coins and dollar bills.
- When shopping invite your child to estimate the price quantity of the grocery items.
- Encourage your child to practice skip counting by 2's, 5's, and 10's.

Algebra and Functions

- Talk with your child about fractional parts of things in life, such as dividing a pizza. Talk about the fractional parts of each piece. For example, the pizza was divided into 8 pieces. Each piece is 1 of the 8 pieces or $\frac{1}{8}$ th of the pizza.

Measurement and Geometry

- Together bake from a recipe. Talk about the different ways to measure ingredients.
- Create a growth chart and have your child tell his height in both inches and centimeters.
- When driving in the car, encourage your child by pointing out and naming all the different shapes they see (e.g., circles, triangles, rectangles).

- Encourage your child practice telling time to the nearest quarter hour using both a digital and analog clock. Ask questions such as, "Dinner will be in 15 minutes. What time will it be?"

Statistics, Data Analysis, and Probability

- Encourage your child take a survey with the family or friends asking about their favorite flavor of ice cream, favorite T.V. show, favorite food. Next invite your child make a chart showing the survey results.
- Together play dice or board games and talk about the probability of winning.

Mathematical Reasoning

- When working on a mathematics problem, encourage your child to explain the reason for his/her answer.