2008-2009

A Guide for Parents and Families About What Your SECOND GRADER Should Be Learning In School This Year

SC EDUCATION OVERSIGHT COMMITTEE

This guide shares important information about the South Carolina Academic Standards. These standards outline state requirements for your child's learning program and what students across the state should be able to do in certain subjects.

A good educational system provides many tools that help children learn. Academic standards are useful for making sure:

- teachers know what is to be taught;
- children know what is to be learned; and
- parents and the public can determine how well the concepts are being learned.

The following pages provide information about the South Carolina Academic Standards for mathematics, English language arts, science and social studies for Second Grade. The information can help you become familiar with what your child is learning at school and may include activities to reinforce and support your child's learning, selected book titles for additional reading, and Web site addresses for extended learning. Because sites change, please preview before students begin work. This version does not include every standard taught in Second Grade. The complete South Carolina Academic Standards for each subject area can be found at www.sctlc.com or at www.ed.sc.gov.

The state-developed test is based on the South Carolina Academic Standards and is administered in grades 3-8. A new test will be administered in 2009; sample questions from that test are not yet available.

South Carolina Academic Standards

Here are seven key reasons parents should be in the know about the academic standards:

1. Standards set clear, high expectations for student achievement. Standards tell what students need to do in order to progress through school on grade level.
2. Standards guide efforts to measure student achievement. Results of tests on grade-level academic standards show if students have learned and teachers have taught for mastery.
3. Standards promote educational equity for all. Instruction in every school in the state will be based on the same academic standards.
4. Standards help parents determine if children in South Carolina are taught the same subject content as children across the nation. South Carolina Academic Standards have been compared with and matched to national standards as well as standards of other states to make sure that they are challenging.
5. Standards inform parents about the academic expectations for their child. Standards give parents more specific information for helping their child at home. Parents no longer have to guess the type of help their child needs to do better in school.
6. Standards enable parents to participate more actively in parent/teacher conferences. Knowledge of the academic standards helps parents understand more about what their child is learning and what they can do at each grade level. Parents are able to have conversations with teachers about student progress in specific areas and understand more completely the progress of their child.
7. Standards help parents see how the current grade level expectations are related to successive years' expectations. Parents are able to see how their child's knowledge is growing from one year to the next.

WEB RESOURCES

South Carolina Department of Education (SCDE):
www.ed.sc.gov

South Carolina Education Oversight Committee (EOC):
www.eoc.sc.gov

South Carolina: Teaching, Learning, and Connecting (SCTLC):
www.sctlc.com

South Carolina Education Television (SCETV):
www.knowitall.org

ENGLISH LANGUAGE ARTS

Students should be able to:

Reading

- Understand who is telling a story and from what point of view
- Understand the use of similes (i.e., comparisons using like or as)
- Understand how characters, setting, and plot connect in stories
- Understand why authors choose particular words or repeat words or phrases
- Write, act, or draw to respond to reading
- Focus on how details support the main idea in a book
- Understand the characteristics of fables, folktales, tall-tales, and biographies
- Analyze the main idea and supporting evidence in nonfiction
- Distinguish between facts and opinions
- Use pictures, graphs, charts, maps, and diagrams to gain information
- Use tables of contents and glossaries
- Create a different form of a familiar word by adding prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -ful)
- Identify similes in reading
- Recognize words with the same spelling or sound and words with opposite meanings (antonyms)
- Use spelling patterns and word parts to read unfamiliar words
- Alphabetize a list of words to the second or third letter
- Use appropriate phrasing and expression when reading aloud

Writing

- Make lists, discuss ideas, and look at examples of writing to get ideas for writing
- Use complete sentences with more than one subject or predicate
- Create a paragraph with a clear sequence
- Use capital letters in proper nouns, initials, days of the week, months of the year, and titles
- Use an apostrophe when making a contraction
- Use quotation marks to show that someone is speaking
- Use the correct spelling for commonly known words and words that do not fit spelling patterns
- Use revision and editing strategies including word choice and sequence of ideas to correct and improve writing
- Correctly form letters when using print or cursive writing
- Write directions, instructions, descriptions, stories, journals with a sequence of events, and creative pieces such as songs or rhymes
- Write directions to inform a family member or friend on how to make something or find a place, person, or thing (i.e., treasure hunt)
- Write a story or journal entry that has a beginning, middle, and ending
- Write a description of a favorite toy, a family member, or a special event using words that appeal to the senses
- Create rhymes, poems, or songs to entertain others

Research

- Gather information from books, newspapers, pictures, charts, graphs, diagrams, picture dictionaries, and nonprint sources (e.g., television, Internet)
- Put information into categories, such as solids or liquids
- Use the Internet with the aid of a teacher or parent
- Use correct Standard American English when speaking
- Understand and follow multi-step directions

Activities

- Use lists and notes to communicate with your child
- Encourage your child to read recipes when helping in the kitchen
- Encourage your child to say rhymes or chants when playing games such as jump rope or hopscotch
- When eating at a restaurant, encourage your child to read the menu and order
- Have your child write or orally give directions to a younger sibling
- Talk to your child about the characters in a story read. Have your child get a mental image of a character from the story and then write a short description of the character
- Have your child draw a picture that represents the setting in a story
- Have him/her write a caption to describe the picture
- Regularly read books from the library or bookstore to your child
- Have your child practice reading books orally to improve voice expression and phrasing when reading aloud
- Ask your child to point out the differences between nonfiction and fiction
- Have your child make a list of topics for writing
- Play a game where you make a statement that is a fact or an opinion and ask your child which it is
- Read fables and tall-tales. Discuss elements of the stories that make each a fable or a tall-tale
- Have your child put a date on his pictures or writings using capital letters and a comma between the day and year
- When your child is describing something, ask him/her to compare it to something else using the words *like* or *as* (simile)
- Have your child alphabetize the books on his/her bookshelf by author
- Help your child use the Internet
- Point out similes heard on television or in conversations
- Have your child read and follow directions to put something together

Books

- Adler, David. *A Picture Book of George Washington Carver*
- Byars, Betsy. *Tornado*
- Cameron, Ann. *The Stories Huey Tells*
- Giff, Patricia Reilly. *The Beast in Ms. Rooney's Room*
- Henkes, Kevin. *Kitten's First Full Moon*
- Hoban, Lillian. *Arthur's Prize Reader*
- Kline, Suzy. *Song Lee in Room 2B*
- Myllar, Rolf. *How Big is a Foot?*
- Park, Barbara. *Junie B. Jones series*
- Pinkney, Jerry. *Minty: A Story of Young Harriet Tubman*
- Polacco, Patricia. *Aunt Chip and the Great Triple Creek Dam Affair*
- Stanley, Diane. *Rumpelstiltskin's Daughter*
- Yolen, Jane. *Owl Moon*

Web Sites

- Carol Hurst's Children's Literature Site – http://www.carolhurst.com
- Learning Page.com – http://www.sitesforteachers.com
- National Association for the Education of Young Children – http://www.naeyc.org
- National Parent Teacher Association – http://www.pta.org
- Surfing the Net with Kids – http://www.surfnetkids.com

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MATHEMATICS

Students should be able to:

Numbers and Operations

- Generate strategies to add and subtract pairs of two-digit whole numbers with regrouping
- Generate strategies to round numbers through 90 to the nearest 10

Algebra

- Analyze patterns in skip counting that use the numerals 1 through 10

Geometry

- Identify multiple lines of symmetry (when a shape has line symmetry it can be divided into pieces that are mirror images of each other)
- Predict the results of combining and subdividing polygons and circles

Measurement

- Use coins to make change up to one dollar
- Recall the equivalencies: 12 inches = 1 foot, 3 feet = 1 yard, 60 minutes = 1 hour; and 24 hours = 1 day
- Tell time to the nearest five-minute interval

Data Analysis and Probability

- Create survey questions to collect data

Activities:

Have your child:

- Describe ways they would solve simple problems that require addition or subtraction with regrouping
- Practice skip counting by different numbers while playing "What Comes Next". One person starts and the next person states what comes next based on a predetermined "skip count" number. Play continues until one player gives an incorrect response
- Using printed material, find pictures that have multiple lines of symmetry
- Use a variety of geometric shapes and predict what the shape will look like if it is subdivided or combined with other shapes
- Pretend to go shopping, buy an item, pay with coins, and count back change up to one dollar
- Create and use flash cards to recall the equivalencies: 12 inches = 1 foot, 3 feet = 1 yard, 60 minutes = 1 hour; and 24 hours = 1 day
- Tell time to the nearest five-minute interval
- Tell what question could be used to collect needed data. For example, if one wanted to determine the favorite fast food of friends and family members, what question could be used to collect that data?

Books

- Axelrod, Amy. *Pigs Will Be Pigs: Fun with Math and Money*
- Burns, Marilyn. *The Greedy Triangle*
- Hoban, Tana. *Twenty-Six Letters and Ninety-Nine Cents*
- Molter, Carey. *How Much is $10.00?*
- Rocklin, Joanne. *The Case of the Shrunken Allowance*

Web Sites:

- http://www.coolmath4kids.com – Interactive site for students
- http://www.funbrain.com/index.html – Interactive math activities

SCIENCE

Students should be able to:

Inquiry

- Carry out simple scientific investigations to answer questions about familiar objects and events
- Use tools (including thermometers, rain gauges, balances, and measuring cups) safely, accurately, and appropriately when gathering specific data in US customary (English) and metric units of measurement
- Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language
- Infer explanations regarding scientific observations and experiences
- Use appropriate safety procedures when conducting investigations

Animals

- Recall the basic needs of animals (including air, water, food, and shelter) for energy, growth, and protection
- Classify animals (including mammals, birds, amphibians, reptiles, fish, and insects) according to their physical characteristics
- Explain how distinct environments throughout the world support the life of different types of animals
- Summarize the interdependence between animals and plants as sources of food and shelter
- Illustrate the various life cycles of animals (including birth and the stages of development)

Weather

- Explain the effects of moving air as it interacts with objects
- Recall weather terminology (including temperature, wind direction, wind speed, and precipitation; such as rain, snow, sleet, and hail)
- Illustrate the weather conditions of different seasons
- Carry out procedures to measure and record daily weather conditions (including temperature, precipitation amounts, wind speed as measured on the Beaufort scale, and wind direction as measured with a windsock or wind vane)
- Use pictorial weather symbols to record observable sky conditions
- Identify safety precautions that one should take during severe weather conditions

Properties and Changes in Matter

- Recall the properties of solids and liquids
- Exemplify matter that changes from a solid to a liquid and from a liquid to a solid
- Explain how matter can be changed in ways such as heating or cooling, cutting, or tearing, and bending or stretching
- Recognize that different materials can be mixed together and then separated again

Magnetism

- Use magnets to make an object move without being touched
- Explain how the poles of magnets affect each other – that is, they attract and repel one another
- Compare the effect of magnets on various materials
- Identify everyday uses of magnets

Activities:

Have your child:

- Keep track of the daily temperature for a week by using an indoor/outdoor thermometer. The child can write the temperatures on the calendar
- Watch the Animal Planet station with your child and talk with him or her about the different animals that live in different environments
- Set up an aquarium
- Observe and record the weather for a month
- Create drawings or other symbols for weather conditions, such as overcast, rainy, and sunny
- Use a thermometer to measure the temperature indoors and outdoors, and compare the two temperatures. Draw a simple bar graph to show the differences
- Measure the amount of water in a glass and allow the glass of water to sit on the counter for a few days. Then measure the amount of water daily and record the change in amounts
- Make salad dressing and discuss whether the ingredients are solid or liquid as they are added
- Attach a paper clip to the end of a magnet: continue adding paper clips to see how many paper clips can be attracted to the end of the magnet. Repeat using different magnets. Compare the number of paper clips each magnet was able to attract
- Take a walk through the neighborhood or a park, identify the animals he/she sees and discuss their basic needs (air, water, food, shelter, and living space) and habitats (where they live)

Books:

- Aardema, Verna. *Bringing the Rain to Kapiti Plain*
- Cole, Joanna. *The Magic School Bus Gets Baked in a Cake: A Book about Kitchen Chemistry*
- Fowler, Alan. *It Could Still Be Water*
- Ganeri, Anita. *From Caterpillar to Butterfly (How Living Things Grow)*
- Heiligman, Deborah. *From Caterpillar to Butterfly*
- Mandel, Muriel. *Simple Weather Experiments With Everyday Materials*
- Pfeffer, Wendy. *From Tadpole to Frog*
- Rosinsky, Natalie M. *Magnets: Pulling Together, Pushing Apart*
- Schreiber, Anne. *Magnets*

Web Sites:

- AAAS Science Netlinks - www.sciencenetlinks.com
- Bill Nye - www.billnye.com
- ENature - www.eNature.com
- Learning Network Parent Channel - www.familyeducation.com
- National Wildlife Federation - www.nwf.org/kids/

SOCIAL STUDIES

Students should be able to:

Communities Here and across the World

- Recognize the basic elements that make up a cultural region in the United States
- Compare the historic traditions, customs, and cultures of various regions in the United States and how they are passed down
- Summarize the cultural contributions of Native American nations, African Americans, and immigrant groups in different regions of the United States
- Recall stories and songs about regional folk figures of the United States
- Locate on a map the places and physical and/or cultural features of the local community
- Recognize characteristics of the local region
- Summarize the roles of various workers in the community
- Summarize changes that have occurred in the local community over time
- Compare the history and features of the local community with those of different communities around the world
- Recognize local laws and those people who enforce them
- Identify the roles of leaders and officials in local government
- Explain the ways that local and state governments contribute to the federal system
- Identify on a map the continents and the major nations of the world and distinguish between these two entities
- Summarize how nations interact with one another in order to conduct trade
- Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing
- Summarize the concept of supply and demand and explain its effect on price
- Recognize that people's choices about what they buy determine what is produced
- Identify the relationships between trade and resources within and among communities

Activities:

Have your child:

- Learn about your family history. Look at pictures and family heirlooms. Discuss customs, beliefs, and traditions that have been passed along. Identify family customs that you think are common to your local region
- Take a walk/drive with you through the local community. Discuss the natural features that you see, such as hills, forests, or water features. Ask your child to see how many ways he/she can find to show how people use and change the land in the local community
- Find the United States on a world map or globe. Name North America as the continent where the United States is located. Identify other nations on the map/globe and name the continents where they are located
- Read children's books about local, regional, or national folk heroes. Draw a picture about his/her favorite folk hero that shows what that figure contributed to American cultural history
- Go on a drive with you and point out speed limit signs for different areas. Talk about how police officers enforce these laws
- Look for items on sale during a shopping trip. Discuss why the item might be on sale and whether or not more people might buy this item now

Books:

- Adler, David. *Picture Book of Harriet Tubman*
- Brenner, Martha. *Abe Lincoln's Hat*
- Brown, Jeff. *Flat Stanley*
- DePoala, Tomie. *The Legend of the Indian Paintbrush*
- DiSalvo-Ryan, DyAnne. *City Green*
- Knowlton, Jack. *Geography from A to Z*
- Knowlton, Jack. *Maps and Globes*
- Marzolla, Jean. *Happy Birthday, Martin Luther King*
- McGovern, Ann. *If You Lived in Colonial Times*
- McLerran, Alice. *Roxaboxen*
- Mitchell, Margaree King. *Uncle Jed's Barbershop*
- Morris, Ann. *Houses and Homes*
- Rathmann, Peggy. *Officer Buckle and Gloria*
- Rylant, Cynthia. *When I was Young in the Mountains*
- Van Leeuwen, Jean. *Going West*
- Williams, Karen Lynn. *Galimoto*

Web Sites:

- Fun School - www.funschool.com
- Kids Space - www.kids-space.org/
- National Geographic - www.nationalgeographic.com
- History Place - www.historyplace.com
- Scholastic - www.scholastic.com
- The Smithsonian Institution - www.si.edu
- Weekly Reader - www.weeklyreader.com
- American Folklife Center: http://www.loc.gov/folklife/

ENGLISH LANGUAGE ARTS
Continued

Web Sites:

- United States Department of Education – http://www.ed.gov/parents
- Stories from the Web – http://www.storiesfromtheweb.org
- American Library Association – http://www.ala.org/ala/booklist/booklist.htm
- University of Oregon – http://reading.uoregon.edu/big_ideas/index.php

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