



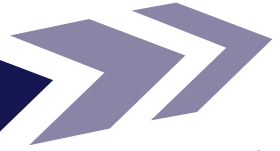
Parent Curriculum Guide

Second Grade

OSSEO AREA SCHOOLS

ISD  279

## HOW TO USE THIS GUIDE



This curriculum guide gives parents information about what students are expected to learn in second grade.

- The first section lists important Lifelong Learning Skills, skill level expectations for second graders and tips about how parents can help build these skills.
- The next section is organized by subject area: mathematics, reading, communication, health, science, social studies, art, physical education, music.

Each subject includes a list of academic standards that teachers focus on with their students, most of which are determined by the state of Minnesota. Academic standards are statements that describe what students should learn and be able to do at each grade level. The **bold** statements are reporting standards used on student report cards, followed by bulleted statements giving examples of what students will be learning. At the end of each subject are some tips about what parents can do at home to support their students' learning.



Thank you for being an active partner  
in your child's learning!

**Problem Solver**

- solves problems creatively
- thinks before acting

**Resourceful**

- makes the best choice for learning
- learns by working with others

**Responsible**

- follows class rules
- respects others

**Self-Directed**

- works to reach goals
- checks work and makes improvements

**Skilled Communicator**

- uses an appropriate voice level
- is a respectful listener

- encourage your child to solve everyday problems (solve conflicts with siblings or friends, discuss how to learn from our mistakes)
- encourage your child to be an independent thinker (use books, internet, and the public library to learn more about an area of interest)
- provide opportunities for your child to take on daily/weekly household responsibilities (make their bed, or empty the dishwasher)
- help your child set goals (practice the piano or read 30 minutes a day)
- encourage your child to express his or her ideas and feelings in a variety of ways (send a note, face-to-face conversations, email, or video/phone call)

**NUMBERS AND OPERATIONS****Understands and uses numbers to solve problems**

- reads, writes, shows, and understands place value of numbers to 1,000
- rounds numbers to the nearest 10 and 100
- adds and subtracts one and two-digit numbers using different methods
- creates and interprets tables, bar graphs, and tally charts
- uses strategies to solve real-world problems

**ALGEBRA****Uses algebra strategies to solve problems**

- identifies, creates, and describes number patterns
- uses number sentences to solve real-world problems

**GEOMETRY AND MEASUREMENT****Uses geometry and measurement skills to solve problems**

- identifies, describes, and compares two- and three-dimensional shapes
- uses tools to measure length
- tells time to the quarter-hour and can distinguish between a.m. and p.m.
- identifies and finds the value of a group of coins

- explore resources at Think Central
  - <https://www-k6.thinkcentral.com/ePC/start.do>
  - you can access using your Osseo student log-in, ask your child's teacher for assistance
- connect mathematical problems to everyday life
- have your child practice addition and subtraction facts at home, in the car, waiting in line
- have your child use coins to pay for things at the store
- have your child count money in his or her piggy bank, or count his or her allowance they have earned
- have your child skip count by 2's, 3's, 5's, and 10's
- ask your child to take pictures of and identify shapes they see in the real world
- have your child practice reading analog and digital clocks
- have your child make a chart or graph of their favorite activities, food, etc.

**Reads grade level materials independently**

- reads a variety of grade level materials, both fiction and non-fiction
- accurately reads grade level materials with expression and appropriate pacing

**COMPREHENSION/LITERATURE****Uses comprehension strategies to understand fictional materials**

- describes the beginning, middle, and end of the story
- compares and contrasts characters, points of view, and different versions of a story
- asks questions about who, what, when, where, why, and how
- determines the central message, lesson, or moral of a story

**Uses comprehension strategies to understand non-fiction materials**

- identifies the main idea and key details
- knows and uses reading's features to locate information (glossary, index, heading, etc.)
- describes the connections between events and ideas in readings
- understands why the author wrote the piece

**VOCABULARY/WORD ANALYSIS****Uses vocabulary strategies to make sense of readings**

- uses the reading's content and other tools to figure out word meanings
- uses prefixes, suffixes, and root words to figure out word meanings

**Uses phonics/word analysis skills to read and write new words**

- reads short and long vowel one-syllable words
- identifies common spelling/sound patterns
- recognizes and reads high frequency words

- explore resources at [new.benchmarkuniverse.com](http://new.benchmarkuniverse.com)
  - you can access this using your Osseo student log-in, - ask your child's teacher for assistance
- go to the public library and check out books at your child's reading and interest level
- have your child read books out loud to a family member
- create a fun place for your child to read in your home
- have an "unplugged" family reading night
- read real-world materials (cereal boxes, magazines, internet, and game directions)
- find educational or reading apps for your child to play
- have your child research something and connect it to real life (animal at the zoo, favorite sport)
- ask questions about what your child is reading (What was your favorite part? Why did the character respond that way?)



## COMMUNICATION

### WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

#### WRITING

##### **Writes effectively for a variety of purposes**

- uses the writing process (pre-write, draft, revise, edit, and publish)
- writes informative pieces using a topic sentence and supporting facts
- writes opinion pieces including examples to support their opinion
- writes narrative pieces with characters, setting, problem, and solution in a logical sequence

##### **Uses punctuation, grammar, and spelling correctly when writing**

- capitalizes proper nouns (names of people, places, and holidays)
- uses common spelling patterns to spell words correctly

#### SPEAKING, VIEWING, LISTENING, MEDIA, AND TECHNOLOGY

##### **Communicates knowledge and ideas about a range of subject areas to an audience in a variety of ways**

- communicates with other children and adults about various topics in small and large groups
- asks questions in conversations and discussions in order to gain deeper understanding
- communicates using a variety of formats (spoken, written, digital)
- uses various technology tools to share their learning

- have your child use the computer to create a project about a topic of interest (comic strip, web, report)
- discuss appropriate times to use slang or formal language with your child
- have your child communicate with family or friends using various forms of technology
- have your child write in a journal or write notes to friends or family members
- create a family story together and use various forms of digital media to portray it
- engage in a family conversation every day at the dinner table



## HEALTH

### WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

##### **Understands and demonstrates health skills and concepts to make healthy choices**

- uses personal safety (fire, bus, pedestrian, bike)
- understands concepts of disease prevention and health promotion
- learns about nutrition and making healthy food choices

- ensure your child is wearing proper safety equipment (seat belts, helmet, kneepads, elbow pads, etc.)
- have your child involved in healthy menu planning for the family
- while grocery shopping, have your child pick new healthy options from each food group
- create family emergency plans (fire, tornado, etc.)
- make sure your child is active for at least 30 minutes daily outside of school

## SCIENCE

## WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

### Understands and demonstrates science skills and concepts

#### PLANTS AND ANIMALS

- uses scientific process to observe and describe changes that occur as plants grow
- creates a terrarium habitat for plants and animals
- records observations of plants and animals

#### BALANCE AND MOTION

- creates models of balanced systems
- demonstrates and describes how objects move in a variety of ways
- analyzes and interprets data on motion and stability of objects

#### WEATHER

- measures, records, and describes weather conditions using common tools
- learns properties of air and observes how it interacts with various objects
- learns the phases of matter as they apply to the water cycle

- explore resources at <http://www.fossweb.com/>
  - access with classroom log-in information obtained from your child's teacher
- go to a local park with your child and observe animal life
- have your child create a daily journal or diary of observations of the weather for a week
- go to the Children's/Science Museum with your child
- have your child make a graph of rainfall, or snowfall for a month
- have your child explore balance and motion with toys or objects from home (spinning, dropping, balance points)
- grow a family garden with your child's help

## SOCIAL STUDIES

## WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

### Understands and demonstrates social studies skills and concepts

#### CITIZENSHIP AND GOVERNMENT

- compares and contrasts rules, rights, and responsibilities at school with rules, rights, and responsibilities at home
- learns about the Constitution

#### ECONOMICS

- distinguishes and classifies natural resources, capital resources, and human resources
- describes how the environment affects people and how people affect the environment

#### GEOGRAPHY

- creates sketch maps to show settings of stories or various places
- uses maps, photos, or other geographic tools to identify and locate major landmarks and answer questions

#### HISTORY

- describes how the culture of a community reflects the history, daily life, or beliefs of its people
- uses and creates calendars and timelines to order personal, school, community, or world events

- explore resources at EduPlace
  - <https://secure.eservices.eduplace.com/eservicesadmin/login.do?targeturl=/eservices/>
  - username: online02, password: book02
- help your child create a personal business (bake stand, lemonade stand, etc.)
- visit the Minnesota Historical Museum or various historical landmarks with your child
- help your child research and create a family timeline or family tree
- create a list of family rules with your child
- have your child create a map of the house, bedroom, or a neighborhood park
- take your child with you when you vote

## ART

### WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

#### **Understands and demonstrates art skills and concepts**

- creates two- and three-dimensional artwork
- shares, describes, and reflects on various types of artwork

- visit a local art museum such as the Minneapolis Institute of Arts or the Walker Art Center with your child
- allow your child to explore art using many different materials
- using materials from around your home, have your child create sculptures, paintings, masks, costumes, etc. and have a family art show

## PHYSICAL EDUCATION

### WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

#### **Demonstrates competency in motor skills**

- performs skills in the areas of body control, propelling, receiving, striking and fitness
  - demonstrates different body control skills through tumbling, jumping rope, rhythms
  - demonstrates a variety of ball skills
    - underhand and overhand throw
    - dribbling with hands and feet
    - striking with hands and feet
    - receiving a variety of objects
    - using a variety of objects to strike, receive and propel other objects
  - demonstrates safe behaviors while engaged in physical activities

- ask your child questions about what he or she learned in physical education
- encourage your child to be active
- encourage your child to limit electronic time or find electronics that keep him or her physically active
- do family activities together and play together
- encourage healthy snacks for at school and home
- encourage your child to try new fruits and vegetables
- encourage your child to try new physical activities

#### **Demonstrates understanding of cognitive concepts**

- understands how speed works, using acceleration and deceleration
- identifies safe behaviors in physical activities
- identifies appropriate rules and etiquette related to physical activities
- identifies appropriate player positions, player responsibilities, and activity strategies related to physical activities

#### **Achieves a healthy level of physical fitness**

- demonstrates a variety of fitness skills including push ups, curl ups, sit and reach, and cardio-respiratory endurance (continuous movement, pacer, mile run)
- defines pulse and identifies two locations to take pulse



**Demonstrates knowledge and use of music skills**

- sings with accurate pitch
    - consistently participates in singing
    - demonstrates using the voice for speaking and singing
    - sings songs from various cultures
    - reflects on performance
  - performs accompaniment to a song using a steady beat and reflect on performance
  - reads and performs rhythm patterns including quarter note/rest, eighth notes, half note/rest, tie, groups beats in 2s and 3s, counts in numbers, claps rhythm patterns and draws notes
  - understands music notation including melody, rhythm, terms and symbols
- have your child listen to music from a variety of cultures and genres including pop, classical and folk
  - have your child experience the pulse of the music by moving, dancing, clapping, or drumming to the beat
  - have your child sing a variety of songs for fun and play, including commercials, folk songs, and silly songs
  - with your child, attend concerts in the community and those involving family and friends (Family Concerts by the Minnesota Orchestra are a good introduction to music listening)
  - join in singing songs that your child has learned
  - share songs that you enjoy from your childhood and sing them with your child

If you have any questions about this curriculum guide,  
contact your child's teacher.