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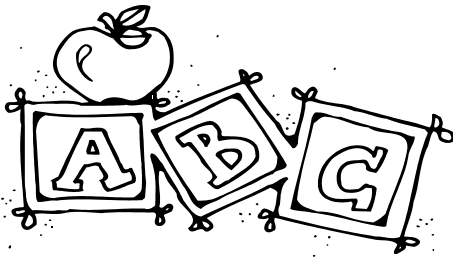


## Making the Connection....

Grade  
2

## Superintendent of Schools

Christopher Steinhauser



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## How Parents Can Help at Home

Long Beach Unified School District

1515 Hughes Way  
Long Beach, Ca. 90810

(562) 997 - 8000

### Our Mission Statement

The mission of the Long Beach Unified School District is to insure the educational success of all students by having high expectations, a commitment to excellence, and a comprehensive program, confirming the belief that all students can learn and become responsible, productive members of a competitive society.



# Websites and Phone Numbers

Long Beach Unified School District:  
(562) 997-8000 *or* www.lbusd.k12.ca.us

Main Library:  
(562) 570-7500 *or* www.lbpl.org

California Department of Education:  
www.cde.ca.gov

## 2nd Grade Textbooks

- Open Court Reading , SRA McGraw-Hill 2002
- Open Court Spelling & Vocabulary, SRA McGraw-Hill 2002
- Language Arts Handbook, SRA McGraw-Hill 2002
- Houghton Mifflin Mathematics, Houghton Mifflin 2002
- Adventures in Time and Place, Macmillan McGraw-Hill 1999
- Houghton Mifflin Discovery Works, Houghton Mifflin 2000
- Portfolios, Barrett Kendall Publishing
- The Music Connection, Silver Burdett Ginn

## Computer Software for Your Child...

### **Reading Programs**

“Orchard for California”  
“Destination Reading: Course 2”  
“Earobics Literacy: Step 2”  
“Cornerstone Reading”

### **Writing Program**

“Kidspiration”

### **Math Programs**

“Larson’s Elementary”  
“Math Blaster”

LBUSD website (math facts reference)

### **Research Programs**

“Grolier’s Encyclopedia” K-12



Dear Parent/Guardian:

Welcome to the new school year. We are looking forward to continued academic success for all students in the Long Beach Unified School District.

The purpose of this grade level pamphlet is to both acquaint you with the major areas of study your child will experience throughout the school year and to offer helpful hints regarding how you can assist and enrich their learning experiences at home. Listed below are the highlighted areas addressed in this pamphlet.

- A sampling of grade level specific California Content Standards in the core curricular areas
- Comprehension questions to ask your child after reading at home
- Study skills to assist your child in obtaining academic success
- Academic software to enhance the curriculum
- Places to visit with your child to enrich their grade level curriculum
- A glossary of academic terminology that you may hear from your child or child’s teacher throughout the school year
- A summary of the LBUSD’s Homework Policy
- A list of common textbooks for each grade level

As dedicated and professional educators, we are proud to offer you this pamphlet as a tool to better help your child toward further academic success.

Sincerely,

Christopher Steinhauser

Note: All content standards listed in this brochure have been paraphrased from the California Department of Education standards document in order to give caregivers a general idea of grade level curriculum. Please refer to [www.lbusd.k12.ca.us](http://www.lbusd.k12.ca.us) for a complete list.

## Language Arts Content Standards

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development:

- \* Recognize and use knowledge of spelling patterns
- \* Decode two-syllable nonsense words and regular multisyllable words
- \* Recognize common abbreviations (i.e. Jan., Sun., Mr., St.).
- \* Identify and correctly use regular plurals (i.e. -s, -es, -ies) and irregular plurals (i.e. fly/ flies, wife/ wives).
- \* Understand and explain common antonyms and synonyms.
- \* Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).
- \* Read aloud fluently and accurately and with appropriate intonation and expression.

### 2.0 Reading Comprehension:

- \* Use titles, tables of contents, and chapter headings to locate information in expository text.
- \* Use knowledge of the author's purpose(s) to comprehend informational text.
- \* Restate facts and details in the text to clarify and organize ideas.
- \* Interpret information from diagrams, charts, and graphs.
- \* Ask clarifying questions about essential textual elements of exposition (i.e. why, what if, how).

### 3.0 Literary Analysis

- \* Compare/contrast plots, settings, and characters presented by different authors.
- \* Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
- \* Identify the use of rhythm, rhyme, and alliteration in poetry.

### 1.0 Writing Strategies

- \* Write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (i.e. prewriting, drafting, revising, editing successive versions).
- \* Understand the purposes of various reference materials (i.e. dictionary, thesaurus, atlas).

### 2.0 Writing Applications

- \* Write compositions that describe/explain familiar objects, events, and experiences.
- \* Write brief narratives based on their experiences by moving through a logical sequence of events describing the setting, characters, objects, and events in detail.
- \* Write a friendly letter complete with the date, salutation, body, closing, and signature.

## Questions to Ask Your Child After Reading:

### Fiction

- Who is telling the story?
- What is this story mostly about?
- How might the story be different if \_\_\_\_\_?
- What do you think the author wants us to learn from the story?
  - What do you think will happen next?

### Non-Fiction

- What are pages \_\_\_\_\_ mainly about?
- To find out more about \_\_\_\_\_, a good reference book would be \_\_\_\_\_?
- What causes \_\_\_\_\_ to \_\_\_\_\_?
- In this article \_\_\_\_\_ means \_\_\_\_\_.

## Examples of 2nd Grade Literature

*Listed below are examples of excellent books and authors that you might enjoy reading with your child at home. For many more examples, check out **LBUSD's website!***

- Song and Dance Man by Karen Ackerman
  - Where the Forest Meets the Sea by Jeannie Baker
  - Big Al by Andrew Clements
  - Night Noises by Mem Fox
- Amelia Bedelia (series) by Peggy Parish
- Two Bad Ants by Chris Van Allsburg
- Galimoto by Karen Lynn Williams

## Study Skills for your 2nd Grader:

- *Establish a regular routine for homework time and place.*
  - *Provide a quiet and well lit area for studying.*
  - *Encourage your child to read and write for pleasure.*
  - *Provide reference materials such as a dictionary, thesaurus, encyclopedias, and computer internet access (most libraries offer internet access with a library card) for a curious mind.*
- *Prompt your child to ask questions about the material before, during and after they read.*

## LBUSD Homework Policy...

In summary, LBUSD believes that homework is an important part of the educational program at each grade level. Homework assignments which are meaningful and have a clear purpose offer you a key communication tool about your child's attainment of the content standards. Please encourage

your child to do homework independently but be available if needed to advise and help so that they can continue to work independently. Each grade level has recommended daily times for homework. Your second grader will have approximately 20-40 minutes of homework daily or a total of 160 minutes weekly.

## Looking for an educational excursion for your 2nd grader?

**L.A. Zoo: (323) 644-6400**

**Children's Museum: (213) 687-8800**

**International City Theatre (Saturday Family Series):  
(562) 436-4610**

**El Dorado Nature Center: (562) 570-1745**

**Long Beach Aquarium of the Pacific: (562) 590-3100**

**Cerritos Public Library: (562) 916-1350**

**Bowers Museum (KIDSEUM) (714) 567-3695**

Language Arts Content Standards Continued:

### 1.0 Written and Oral Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level (i.e. sentence structure, grammar, punctuation, capitalization, spelling)

### 1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing and intonation.

### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests (i.e. report on a topic with facts and details, drawing from several sources of information.).

## Mathematics Content Standards

### Number Sense

- 1.0 Count, read, and write whole numbers to 1,000 and identify the place value for each digit. Order and compare whole numbers to 1,000 by using the symbols  $<$ ,  $=$ ,  $>$ .
- 2.0 Estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers.
- 3.0 Use repeated addition, arrays, and counting by multiples to do multiplication. Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division. Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.
- 4.0 Understand that fractions and decimals may refer to parts of a set and parts of a whole.
- 5.0 Students model/solve problems by representing, adding/subtracting amounts of money
- 6.0 Use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places

### Algebra

- 1.0 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences

### Measurement and Geometry

- 1.0 Understand that measurement is accomplished by identifying a unit of measure, repeating that unit, and comparing it to the item to be measured.
- 2.0 Identify and describe the attributes of common figures. Describe and classify plan and solid geometric shapes (i.e. circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) by the number and shape of faces, edges, and vertices.

### Statistics, Data Analysis, and Probability

- 1.0 Collect data and record, organize, display, and interpret the data on graphs.
- 2.0 Understanding of patterns and how patterns grow and describe them.

### Mathematical Reasoning

- 1.0 Make decisions about how to set up a problem (determine the approach and strategies and use tools, such as manipulatives or sketches, to model problems).
- 2.0 Solve problems and justify their reasoning and defend the reasoning used.
- 3.0 Note connections between one problem and another.

## Science Content Standards

### Physical Science

Your second grader will learn that the motion of objects can be observed and measured. This will include learning about tools and machines are used to apply pushes and pulls (forces) to make things move.

### Life Science

Your second grader will learn that plants and animals have predictable life cycles. This will include knowing that the sequential stages of life cycles are different for different animals, such as butterflies and frogs, and knowing that light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.

### Earth Science

Your second grader will study that Earth is made of materials that have distinct properties and provide resources for human activities.

### Investigation and Experimentation

Your second grader will study the scientific process by asking meaningful questions and conducting careful investigations. This may include measuring length, weight, temperature, and liquid volume with appropriate tools and expressing those measurements in standard metric system units and constructing bar graphs to record data, using appropriately labeled axes.

## Visual & Performing Arts Content Standards

**Dance:** Show a variety of combinations of basic locomotor skills (i.e. walk and run, gallop and jump, hop and skip, slide and roll) and axial movements (i.e. swing and balanced shapes, turn and stretch, bend and twist).

**Music:** Sing with accuracy in a developmentally appropriate range, sing age-appropriate songs from memory, and play rhythmic ostinatos on classroom instruments.

**Theatre:** Identify theatre and story-telling forms from different cultures; and identify universal characters in stories and plays from different periods and places.

**Visual Arts:** Compare different responses to the same work of art; and use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.

## History/Social Science Content Standards

- 2.1 Students differentiate between things that happened long ago and things that happened yesterday.
- 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
- 2.3 Students explain governmental institutions and practices in the United States and other countries.
- 2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
- 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, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

## Physical Education Content Standards

**Motor Learning:** Students develop effective movement skills.

**Biomechanics:** Students demonstrate an understanding of the fundamentals of movement.

**Exercise Physiology:** Students achieve and maintain a health enhancing level of physical fitness.

**Exercise Physiology:** Students develop the skills, knowledge, and interest to independently maintain an active lifestyle.

**Human Growth and Development:** Students demonstrate an understanding of the stages of growth and development and their effect on performance.

**Physiology:** Students demonstrate knowledge, acceptance and appreciation for differences among themselves and others in regard to abilities and achievements.

**Aesthetics:** Students will develop a sense of appreciation and aesthetic pleasure of movement as a performer and as an observer.

**Sociology:** Students demonstrate appropriate social behaviors by respecting others, appreciating diversity and recognizing the importance of understanding other cultures.

**Historical Perspectives:** Students demonstrate an understanding of the various influences on the evolution of a movement related activity.