

SECOND GRADE



Utah State
Board of
Education

Teaching
and
Learning

Parent Guide to Student Success

Parents are important partners in achieving the Utah State Board of Education’s vision that “each student is prepared to succeed and lead by having knowledge and skills to learn, engage civically, and lead meaningful lives.” The purpose of this document is to help parents better understand what their children should learn, when a child may need more help or when a child would benefit from extra challenges. By using these resources, you may find more ways to advance your child’s learning at home while encouraging growth in their communication, critical thinking and problem-solving skills.

ENGLISH LANGUAGE ARTS

Essential Learning: ENGLISH LANGUAGE ARTS

- **Reading:** Second grade students can demonstrate grade-level appropriate phonological awareness skills (add, delete and substitute initial and final sounds in five to six sound words; isolate, produce, blend and segment sounds in five to six sound words).
- **Reading:** Second grade students can blend five to six sound words while reading, identify and begin reading words of all syllable types, decode multi-syllable words, and read and spell grade appropriate words with spelling-sound correspondences.
- **Reading:** Second grade students can read grade-level appropriate text with sufficient accuracy and fluency. They can ask and answer questions to demonstrate understanding of texts. They can clarify the meaning of unknown and multiple-meaning words. They can use text structure and text features to demonstrate understanding of texts.

(Continued from Essential Learning: ENGLISH LANGUAGE ARTS)

- **Writing:** Second grade students can compose an opinion, informative and narrative piece by producing, expanding and rearranging complete, simple and compound sentences and include a concluding sentence. They also use appropriate conventions in their writing pieces.
- **Writing:** Second grade students can participate in shared research and writing projects on a single topic while legibly writing all upper- and lowercase manuscript letters.
- **Speaking and Listening:** Second grade students can initiate, prepare for and participate effectively in a range of conversations using grade-level appropriate vocabulary on topics and texts with diverse partners and express their own ideas in small and large groups, building on others' ideas and expressing their own ideas clearly.
- **Speaking and Listening:** Second grade students can present information, stories or opinions, sequencing ideas logically and using relevant descriptions, facts and details.

Link to the English Language Arts Core Standards:

[Link to the new ELA Standards coming soon!](#)

Home-to-School Connections: ENGLISH LANGUAGE ARTS

- Have your child read every day at home. Encourage them to read to younger siblings, cousins or other children they know.
- Have your child write about things they are doing, letters to family and friends, or about things that they are interested in.
- Engage your child in conversations about interests and texts they are reading.

FINE ARTS

Essential Learning: DANCE

- **Create:** Improvise simple choreography; edit and fix the choreography.
- **Perform:** Perform the elements of dance (awareness of space, shapes, locomotor and non-locomotor movement, energy qualities and degrees, body parts, and time).
- **Respond:** Identify movements when watching and doing; use basic dance terminology to describe movement; describe movement from a culture or genre; describe why a dance is artistic.
- **Connect:** Identify emotions when watching a dance and connect it to personal life and personal views; demonstrate movement of a specific topic; find relationship between dance and culture, historical period, society or community; connect to visual art; connect to other core content.

(Continued from Essential Learning: FINE ARTS)

Essential Learning: DRAMA

- **Create:** Use imagination to create character and scene with movement, gesture, sound and facial expression.
- **Perform:** Share drama with invited guests that communicates meaning with body and voice.
- **Respond:** Identify what drama is, how it happens and share personal responses to drama performances.
- **Connect:** Make personal and other content connections to drama experiences including exploration of culture.

Essential Learning: MUSIC

- **Create:** Keep a steady beat, explore timbre and melody, generate rhythmic and melodic musical ideas.
- **Perform:** Perform simple songs and rhythms.
- **Respond:** Describe imagery conveyed by a music selection; identify elements that elicit feelings.
- **Connect:** Connect music with other content and cultures.

Essential Learning: VISUAL ARTS

- **Create:** Create art using materials and tools safely.
- **Present:** Learn about different cultures and their art.
- **Respond:** Recognize that many cultures make art, consider why people make art.
- **Connect:** Look at different artworks and talk about how different artworks can make you feel (mood).

Link to the Utah **Fine Arts** Core Standards:

<https://www.schools.utah.gov/file/d1fde2c5-7463-4892-9d23-8584924537a7>

Home-to-School Connections: FINE ARTS

- **PROVIDE MATERIALS FOR CHILDREN TO CREATE:**
 - Old clothes, hats, and props for playmaking and movement exploration.
 - Simple musical instruments.
 - A stage area created by hanging old sheets or open space for dancing/playing.
 - Puppets and puppet stage.
 - Art materials to explore the art-making process: crayons, markers, colored pencils, water with food coloring for watercolors, scrap paper, old magazines for making collages and/or cardboard from cereal boxes/paper towel rolls for sculpture, etc.
 - An “art area” where messes are OK.
- **USE ARTS FOR PARTIES AND CELEBRATIONS:**
 - Go to live arts, music, dance and drama performances.

(Continued from Home-to-School Connections: FINE ARTS)

- Have the children create and perform dance, drama or music performances.
 - Sing simple songs together.
 - Play drama games.
 - Go to museums.
 - Gather art supplies and make a mural.
- **CONSIDER A VARIETY OF ARTS ACTIVITIES:**
- Create simple melodies, write plays and dance pieces and perform them.
 - Organize a children’s group or playdate to meet for arts activities or experiences.
 - Take children to live dance, music and theatre productions.
 - Make puppets out of materials around the house: sticks, pinecones, old socks, lunch sacks, etc.
 - Make funny faces or sculptures out of food.

HEALTH EDUCATION

Essential Learning: HEALTH EDUCATION

- **Health Foundations and Protective Factors of Healthy Self:** Identify ways to set, recognize, respect and communicate personal boundaries. Practice active listening skills.
- **Mental and Emotional Health:** Identify the causes of different emotions and practice methods to express them appropriately.
- **Safety and Disease Prevention:**
 - Identify personal behaviors that contribute to personal health and safe technology use.
 - Describe reasons why people visit a healthcare provider like a doctor, dentist or counselor.
- **Substance Abuse Prevention:** Recognize the health implications of harmful substances and demonstrate how to refuse alcohol, tobacco, nicotine and other substances.
- **Nutrition:** Identify food and beverage choices that contribute to good health. Recognize the signals the body sends when hungry or full.
- **Human Development:** Identify the proper names for body parts. Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid or unsafe.

Link to the full Utah Health Education Core Standards:

<https://schools.utah.gov/file/ed906f78-eaf5-44fa-892f-984e28c4c2a7>

Home-to-School Connections: HEALTH EDUCATION

- Discuss some of your personal boundaries with your child and why they are important to you.

(Continued from Home-to-School Connections: HEALTH EDUCATION)

- Keep scheduled appointments with medical providers such as child well checks, dentist and optometrist.
- Prepare a healthy meal together, discuss why the foods chosen are healthy.
- Use correct names for body parts at home.
- Talk with your child about safe people such as parents, guardians, relatives, teachers, counselors or clergy and make a list of at least three specific people that your child could go to for help.

MATHEMATICS EDUCATION

Essential Learning: MATHEMATICS

■ STANDARDS FOR MATHEMATICAL PRACTICE

The Standards for Mathematical Practice describe the ways students interact with math concepts. These standards represent the behaviors, skills and habits your child will develop as they engage and progress in their mathematics learning.

Students will:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

■ SECOND GRADE STANDARDS FOR MATHEMATICS

These are the critical skills your child will be learning in second grade. These skills lay the foundation for future success in mathematics.

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction within 20.
- Fluently add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Numbers and Operations in Base Ten

- Understand place value.
- Use place-value strategies to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

Reason with shapes and their attributes (characteristics).

(Continued from: MATHEMATICS)

Link to the full Utah Core Standards for **Mathematics**

<https://www.schools.utah.gov/curr/mathematics/core?mid=4514&tid=1>

■ Home-to-School Connections: MATHEMATICS

- **Portray a positive view of math:** Speak positively about math around your child. This will help build their identity as a mathematician and encourage them to persevere through challenging tasks.
- **Focus on flexibility and perseverance rather than speed:** When engaging in mathematics with your child, encourage them to try multiple strategies to solve problems. Support their growing understanding by celebrating effort, perseverance and the learning process without focusing attention on speed and correctness.
- **Encourage your child to explain their thinking:** If you notice errors in your child's mathematics, avoid telling them that they're wrong. Rather, engage them in a conversation about their reasoning around how they solved the problem.
- **Count with familiar items:** Count together using items like blocks, coins or candy. Practice counting by ones and tens. Practice representing addition and subtraction by adding groups of objects together or separating groups and taking objects away.
- **Develop estimation skills:** When things are stored or poured into varying size containers you have an opportunity to build your child's concept of quantity and estimation. During meal time, ask which bowl has more and which has less. Ask your child to order glasses of milk from least to most full.
- **Use real money with your child:** Engage your child in transactions at the store using real currency rather than credit or debit cards. Help them practice counting coins and making groups of ten with pennies and dimes.
- **Use calendars at home:** Keep a calendar displayed in your home. Practice saying the days of the week and counting down the days till an exciting event.
- **Use analog clocks:** Practice telling time on analog clocks and watches at home. Help your child build their understanding of time by making connections between digital and analog displays. Include time-telling language when talking with your child—for example, half-hour, quarter to the hour, an hour and a half, half past, etc.
- **Play games with math and math vocabulary:** Play counting games and simple games with addition and subtraction during downtime, like while driving in the car—for example, I'm thinking of a number that's greater than 4 and less than 9.
- **Regularly check in with your child's teacher(s):** Touch base with your child's teacher through email, phone calls, conferences etc. to further discuss ways in which you can support your child's learning at home.

PHYSICAL EDUCATION

Essential Learning: PHYSICAL EDUCATION

- **Motor Skills and Movement Patterns:** Skip, run, jump, and dance in a well-developed pattern. Throw overhand, dribble while walking, dribble with feet with control of ball and body.
- **Attain Efficient Movement and Performance:** Combine dance and other movement skills using shapes, levels and different pathways.
- **Components to Maintain Health and Fitness:** Recognize the balance of physical activity, nutrition and hydration. Recognize opportunities for participation in physical activity outside of school.
- **Develop Cooperative Skills:** Work collaboratively and safely with others.
- **Personal Value of Physical Activity:** Identify physical activities that build confidence and challenge.

Link to the full Utah **Physical Education** Core Standards

<https://www.schools.utah.gov/file/6192280d-2ab2-4ff1-b5dd-a9c2f95c1b11>

Home-to-School Connections: PHYSICAL EDUCATION

- Practice and play a variety of physical activities together that encourage skipping, running, throwing and catching.
- Let your child help plan a healthy meal and discuss how the meal supports an active lifestyle.
- Invite other children to participate in games and activities of all ability levels, practice cooperation and sportsmanship. Make up rules to a new game and follow them.
- Talk about games and activities you enjoy and teach your child how to play or participate in them.

SCIENCE

Essential Learning: SCIENCE

- **CHANGES IN THE EARTH'S SURFACE:**
 - **Develop and use models** illustrating the patterns of landforms and water on Earth.
 - **Construct an explanation** about changes in Earth's surface that happen quickly or slowly.
 - **Design solutions** to slow or prevent wind or water from changing the shape of land.

(Continued from Essential Learning: SCIENCE)

■ LIVING THINGS AND THEIR HABITATS:

- **Obtain, evaluate, and communicate information** about patterns of living things (plants and animals, including humans) in different habitats.
- **Plan and carry out an investigation** of the structure and function of plant and animal parts in different habitats.
- **Develop and use a model** that mimics the function of an animal dispersing seeds or pollinating plants.
- **Design a solution** to a human problem by mimicking the structure and function of plants and/or animals and how they use their external parts to help them survive, grow, and meet their needs.

■ PROPERTIES OF MATTER:

- **Plan and carry out an investigation** to classify different kinds of materials based on patterns in their observable properties.
- **Construct an explanation** showing how the properties of materials influence their intended use and function.
- **Develop and use a model** to describe how an object, made of a small set of pieces, can be disassembled and reshaped into a new object with a different function.
- **Obtain, evaluate, and communicate information** about changes in matter caused by heating or cooling.

Link to the full **Utah Science with Engineering Education (SEEd)** Core Standards
<https://www.schools.utah.gov/file/f4cb6568-bb85-4908-a1f6-45feb98b9ebc>

■ Home-to-School Connections: SCIENCE

- Consider ways to stop wind or water from changing the shape of the ground in your yard or neighborhood.
- Observe and describe the plants and animals in your neighborhood. Determine what resources they need to survive and what features they have that help them to survive.
- Sort different toys in your house based on properties such as color, texture, hardness and strength.

SOCIAL STUDIES

■ SOCIAL STUDIES

The social studies parent guides will be coming as soon as those new standards have been approved by the Board.

PARTNER WITH YOUR CHILD'S TEACHER(S)

Productive relationships between parents and teachers are essential to learning. You can facilitate development of a respectful relationship with your child's teacher(s) by:

- Introducing yourself.
- Asking about the best means to communicate effectively regarding your child's learning (for example: email, notes, phone calls).
- Sharing anything that would be important to consider when planning for your child's learning experiences (for example: strengths, areas for growth, goals and/or any other special considerations).
- Attending parent teacher conferences and identifying ways you can support your child's development, growth and learning.
- Asking your child about what they are learning and reinforcing their learning at home by maintaining focus on the learning process rather than outcomes and celebrating both successes and failures.
- Acknowledging the positive contributions of educators on your child's development, growth and learning.

5Es FOR FAMILIES

To support your child in developing the characteristics found in [Utah's Portrait of a Graduate](#), you will find [Utah's 5Es for Families](#) to be another helpful resource. By using the 5Es for Families, your home environment can support and enrich your child's learning.