

Tips to Support Learning at Home

Language Arts Tips

- Have your child help write grocery lists, shopping lists, thank-you cards, etc.
- Give your child a small diary (or make one with sheets of paper). Encourage him to write daily.
- Get a family dictionary. Help your child look up unfamiliar words.
- As you read with your child, ask her to sound out difficult words. After you've read it once or twice, ask your child to read it to you. Help her along the way. Encourage her efforts.
- As you start a new book, have your child point out and discuss the title, author, and table of contents.
- Select an easy recipe from a cookbook. Help your child make the recipe by reading it and following the directions. Have your child serve it to the family and explain how he made it.
- Read a variety of children's books with your child: poetry, science, fiction, history, biography, etc.
- Introduce as many reading materials as you can to your child: telephone books, newspapers, catalogs, dictionary, notes, owners manuals, pre-selected junk mail, encyclopedia, bulletin board notices, food packaging, atlas, cookbook, etc. Help your child learn about the information found in each one.
- After you take a trip, encourage him to write a letter to his grandparents about it. Work with him on spelling, punctuation, revising, capitalization, and grammar. Encourage all his efforts, then mail it.
- Encourage any relative to write letters or notes to your child. Have them send it through the mail. Give your child some envelopes so she can respond.
- Limit TV and video game use.
- Ask open-ended questions (such as "Tell me from start to finish what you did at the park," or "Tell me all you have to do to complete the school project.") Have him relate as much detail as possible.
- After a child reads a book, ask him to tell you the title, author, main characters, a summary of the story, a major event, how the book ends, what he learned, and what were the hardest words.
- Teach and sing songs with your child: such as Row, Row, Row, Your Boat and other common songs.

Math Tips

- Ask your child to draw a map of your neighborhood - streets, houses, buildings, shops, etc.
- Help your child count to 1,000.
- After your child learns the value of coins (penny, nickel, dime, quarter,), play a coin thinking game after you get change at a store. E.g. "I have three coins. They're worth 7 cents. What are they?"
- Play a game flipping a coin. If it's tails, your child gets a point. You get the point if it's heads. Flip it 10 times and see who gets the most points. After a while, expand it to flipping 50 times. Have your child keep track of the score with a paper and pencil. Ask him to estimate how many tails he'll get.
- While grocery shopping have your child read the prices, weigh the produce, try to compute costs, add up the purchase as he goes along.
- Put a thimble full of dry rice on a plate. Ask your child to estimate how many individual grains there are. Have him group by tens and then count them by tens.
- Ask your child to locate all the different shapes in your house. Have him explain what they are (such as heart shaped, egg shaped, as well as the common shapes).
- Have your child keep track of the books he's read. Put the list on the refrigerator. How many has he read up to now? How many will it be if he reads 10 more? What would the total be if he had read 9 fewer books?
- Have your child tell you the time by half-hour and five-minute intervals (such as "it's half past six"),
- After learning the use of measuring tools (ruler, yardstick, tape measure), have your child measure objects in your home - e.g. books, chairs, family members. Have him put several together and measure them. When necessary, talk about $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, inches.

West Contra Costa Unified School District

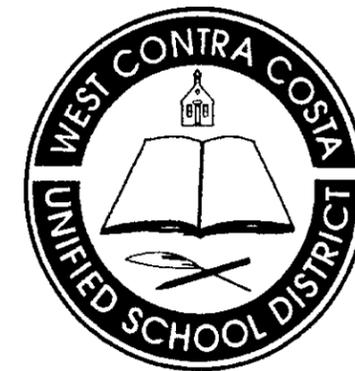
Essential "I Can" Student Standards

Second Grade

Dear Parents/Guardians,

This brochure is designed to introduce families, students and caregivers to the key standards in Reading Language Arts and Mathematics. The standards are written to be parent friendly. Tips are provided on the back of the brochure to help you support your child's learning at home. The school district recognizes that while our curriculum is consistent, our students develop at their own pace. Therefore, students are assessed several times throughout the school year to monitor progress in meeting the essential grade-level standards.

The school district is committed to working with families to assure student mastery of these important standards.



For more information contact:
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Area	READING LANGUAGE ARTS STANDARDS	
READING Reading Comprehension, Literacy Response & Analysis Word Analysis, Fluency, Vocabulary Development	I can break words down into parts (syllables) to help me read. <i>Examples: su/per; sup/per</i>	1.2
	I can recognize words with similar meanings (<i>synonyms</i>) and words that are opposites (<i>antonyms</i>).	1.7
	I can recognize some prefixes and suffixes (beginnings and endings of words) and I know what they mean. <i>Examples: prefix: over-, un- suffix: -ing, -ly</i>	1.9
	I can recognize words that have more than one meaning. <i>Examples: fall (autumn) and fall (drop)</i>	1.10
	I can remember and tell facts and details from my reading to help me organize ideas.	2.5
	I can look for the reasons why things happen in a story or text. <i>Example: cause and effect</i>	2.6
	I can compare the plot, setting, and characters in different stories.	3.1
	I can put ideas that go together into sentences and paragraphs that make sense. <i>Example: Write a topic sentence and add details.</i>	1.1
	I can say what different reference books and materials are used for. <i>Examples: dictionary, thesaurus, atlas, encyclopedia</i>	1.3
	I can revise and add descriptive details to improve my writing.	1.4
WRITING - Writing Strategies, Written and Oral Conventions	I can tell the difference between complete and incomplete sentences.	1.1
	I can use quotation marks to show that someone is speaking. <i>Example: Mary said, "Hello there."</i>	1.5
	I can use capital letters correctly. <i>Example: names; titles; first word in a sentence</i>	1.6

Area	MATH STANDARDS	
NUMBER SENSE	I can count, read, and write numbers up to 1,000 and identify the place value for each digit.	1.1
	I can use words, models, and expanded form to show the value of numbers up to 1000. <i>Example: Kelly has 308 stickers. How many sets of hundreds, tens, and ones does she have?</i>	1.2
	I can use <, =, and > to compare numbers up to 1,000.	1.3
	I can solve problems and check answers by using the opposite operation. <i>Example: An opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$.</i>	2.1
	I can add and subtract 3-digit numbers. <i>Examples: $237 + 417 = \underline{\quad}$ $225 - 209 = \underline{\quad}$</i>	2.2
	I can model and solve simple multiplication problems using repeated addition, arrays, and counting by multiples. <i>Example: 5×4 is the same as counting by 5's 4 times, or adding $5 + 5 + 5 + 5$.</i>	3.1
	I can model division problems using repeated subtraction, equal sharing, and making equal groups. <i>Example: Kim has 40 marbles that he wants to divide into bags. He wants to put 10 marbles in each bag. How many bags does he have to buy?</i>	3.2
	I can name and compare fractions from $\frac{1}{12}$ to $\frac{1}{2}$. <i>Example: $\frac{1}{4} < \frac{1}{3}$, $\frac{1}{7} > \frac{1}{9}$</i>	4.1
	I can recognize fractions of a whole and parts of a group. <i>Example: one-fourth of a pizza, two-thirds of 15 balls</i>	4.2
	I can show that all the fractional parts (like four fourths) are the same as one whole, or one.	4.3
	I can solve math problems where I add or subtract dollars and cents.	5.1
	I can write the value of money using the symbols for dollar (\$) and cents (¢).	5.2
	AF*	I can rewrite a word problem as a number sentence with addition or subtraction to help me solve it.
MEASUREMENT AND GEOMETRY	I can measure the length of an object by using a standard or nonstandard unit.	1.1
	I can show that the measurement of an object will be a different number if I measure it with something shorter or longer.	1.2
	I can accurately measure the length of an object using centimeters and inches.	1.3
	I can tell time to the nearest quarter hour.	1.4a
	I can say the number of minutes in an hour, hours in a day, days in a month, weeks in a year.	1.4b
	I can figure out how many hours have gone by between two times. <i>Example: How many hours have gone by between 11:00 a.m. and 4:00 pm?</i>	1.5
	I can identify, describe, and sort shapes and objects by looking at the number of faces, edges, and corners.	2.1
	I can put shapes together and take them apart to form other shapes.	2.2
STATISTICS, DATA ANALYSIS & PROBABILITY	I can record data and keep track of what has been counted in many ways.	1.1
	I can display the same data in more than one way. <i>Example: bar graphs and charts with tallies.</i>	1.2
	I can ask and answer simple questions about what a graph or chart means.	1.4
	I can describe and continue a pattern. <i>Example: Look at these numbers: 50, 46, 42, 38, 34, 30. What comes next?</i>	2.1

* AF= Algebra Functions