# STAAR CONNECTION™

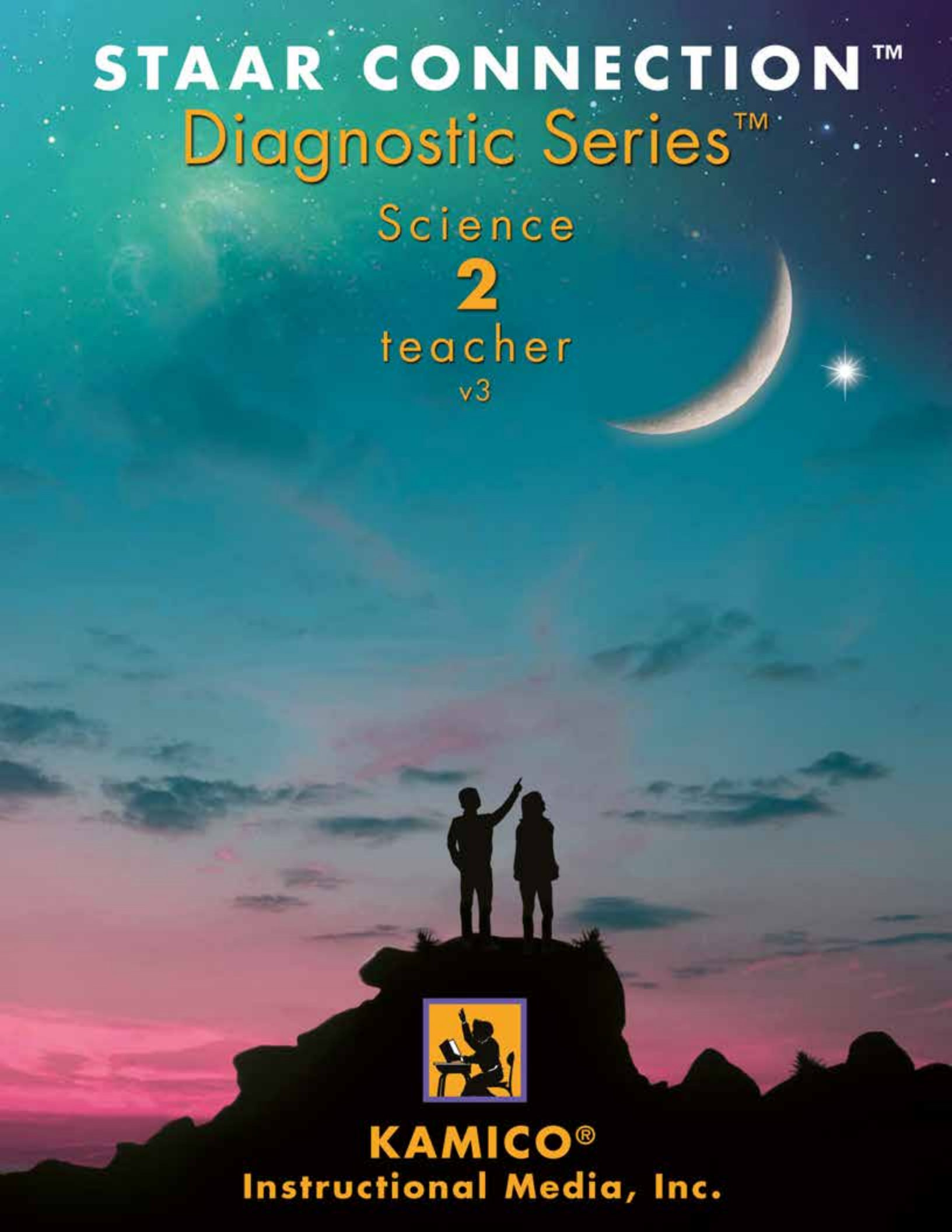
## Diagnostic Series™

Science

**2**

teacher

v3



KAMICO®
Instructional Media, Inc.

# STAAR CONNECTION™

## Science
## 2
## teacher

# Diagnostic Series™

XV/i/MMXXVI
Version 3



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# KAMICO® Instructional Media, Inc.
# STAAR CONNECTION™
# Introduction

KAMICO® Instructional Media's program is validated by scientifically based research. **STAAR CONNECTION™ Diagnostic Series™** and **STAAR CONNECTION™ Developmental Series™** can be used in tandem to ensure mastery of TEKS. The *Diagnostic Series™* consists of a bank of assessments. Each assessment covers a mixture of TEKS. This research-based format provides continual reinforcement for and ensures retention of mastered concepts. To take full advantage of this series, administer an assessment to students. After they have completed the assessment, use it as an instructional tool. Go over each item with the students, discussing all correct and incorrect answers. Then, use the assessment as a diagnostic tool to determine a standard for which students need remediation. Find that standard in the *Developmental Series™*.

Each book in the *STAAR CONNECTION Developmental Series™* consists of instructional activities and assessments over isolated TEKS to allow for the remediation and development of specific TEKS. For every TEKS, there is at least one individual or group activity. The activities provide a fun, challenging, yet nonthreatening, way to develop mastery of the TEKS. In addition to these activities, each *Developmental Series™* book contains assessments on isolated TEKS to be used to identify mastery or the need for further skill development or reinforcement. Continue to alternate between the *STAAR CONNECTION™ Diagnostic Series™* and the *Developmental Series™*.

KAMICO's **Game Gallery®** consists of over 300 board games in English and in Spanish. These games create a game-based learning environment to facilitate additional reinforcement of TEKS.

KAMICO® Instructional Media, Inc., supports efforts to ensure adequate yearly progress and eliminate surprises in high-stakes test results.

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**KAMICO® Instructional Media, Inc.**
**STAAR CONNECTION™**
**Diagnostic Series™**
**Grade 2 Science**
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## Grade 2 Science
## Texas Essential Knowledge and Skills

(1) Scientific and engineering practices. The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:

(A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;

(B) use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems;

(C) identify, describe, and demonstrate safe practices during classroom and field investigations as outlined in Texas Education Agency-approved safety standards;

(D) use tools, including hand lenses, goggles, heat-resistant gloves, trays, cups, bowls, beakers, notebooks, stream tables, soil, sand, gravel, flowering plants, student thermometer, demonstration thermometer, rain gauge, flashlights, ramps, balls, spinning tops, drums, tuning forks, sandpaper, wax paper, items that are flexible, non-flexible items, magnets, hot plate, aluminum foil, Sun-Moon-Earth model, and frog and butterfly life cycle models to observe, measure, test, and compare;

(E) collect observations and measurements as evidence;

(F) record and organize data using pictures, numbers, words, symbols, and simple graphs; and

(G) develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.

(2) Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:

(A) identify basic advantages and limitations of models such as their size, properties, and materials;

(B) analyze data by identifying significant features and patterns;

(C) use mathematical concepts to compare two objects with common attributes; and

(D) evaluate a design or object using criteria to determine if it works as intended.

(3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:

(A) develop explanations and propose solutions supported by data and models;

(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and

(C) listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.

(4) Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society. The student is expected to:

(A) explain how science or an innovation can help others; and

(B) identify scientists and engineers such as Alexander Graham Bell, Marie Daly, Mario Molina, and Jane Goodall and explore what different scientists and engineers do.

(5) Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines. The student is expected to:

(A) identify and use patterns to describe phenomena or design solutions;

(B) investigate and predict cause-and-effect relationships in science;

(C) measure and describe the properties of objects in terms of size and quantity;

(D) examine the parts of a whole to define or model a system;

(E) identify forms of energy and properties of matter;

(F) describe the relationship between structure and function of objects, organisms, and systems; and

(G) describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.

(6) Matter and its properties. The student knows that matter has physical properties that determine how it is described, classified, and used. The student is expected to:

(A) classify matter by observable physical properties, including texture, flexibility, and relative temperature, and identify whether a material is a solid or liquid;

(B) conduct a descriptive investigation to explain how physical properties can be changed through processes such as cutting, folding, sanding, melting, or freezing; and

(C) demonstrate that small units such as building blocks can be combined or reassembled to form new objects for different purposes and explain the materials chosen based on their physical properties.

(7) Force, motion, and energy. The student knows that forces cause changes in motion and position in everyday life. The student is expected to:

(A) explain how objects push on each other and may change shape when they touch or collide; and

(B) plan and conduct a descriptive investigation to demonstrate how the strength of a push and pull changes an object's motion.

(8) Force, motion, and energy. The student knows that energy is everywhere and can be observed in everyday life. The student is expected to:

(A) demonstrate and explain that sound is made by vibrating matter and that vibrations can be caused by a variety of means, including sound;

(B) explain how different levels of sound are used in everyday life such as a whisper in a classroom or a fire alarm; and

(C) design and build a device using tools and materials that uses sound to solve the problem of communicating over a distance.

(9) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(A) describe the Sun as a star that provides light and heat and explain that the Moon reflects the Sun's light; and

(B) observe objects in the sky using tools such as a telescope and compare how objects in the sky are more visible and can appear different with a tool than with an unaided eye.

(10) Earth and space. The student knows that the natural world includes earth materials that can be observed in systems and processes. The student is expected to:

(A) investigate and describe how wind and water move soil and rock particles across the Earth's surface such as wind blowing sand into dunes on a beach or a river carrying rocks as it flows;

(B) measure, record, and graph weather information, including temperature and precipitation; and

(C) investigate different types of severe weather events such as a hurricane, tornado, or flood and explain that some events are more likely than others in a given region.

(11) Earth and space. The student knows that earth materials and products made from these materials are important to everyday life. The student is expected to:

(A) distinguish between natural and manmade resources; and

(B) describe how human impact can be limited by making choices to conserve and properly dispose of materials such as reducing use of, reusing, or recycling paper, plastic, and metal.

(12) Organisms and environments. The student knows that living organisms have basic needs that must be met through interactions within their environment. The student is expected to:

(A) describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem;

(B) create and describe food chains identifying producers and consumers to demonstrate how animals depend on other living things; and

(C) explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around.

(13) Organisms and environments. The student knows that organisms have structures and undergo processes that help them interact and survive within their environments. The student is expected to:

(A) identify the roots, stems, leaves, flowers, fruits, and seeds of plants and compare how those structures help different plants meet their basic needs for survival;

(B) record and compare how the structures and behaviors of animals help them find and take in food, water, and air;

(C) record and compare how being part of a group helps animals obtain food, defend themselves, and cope with changes; and

(D) investigate and describe some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs.

Name _____ Date _____

**1** Sue has long hair. She is going to do a lab investigation. What should she do with her hair?

Ⓐ Color it.

Ⓑ Cut it.

Ⓒ Tie it back.

Ⓓ Comb it.

**2** Look at the fish in the bowl. The fish needs air to stay alive.



You want to know how the fish stays alive underwater. What question should you ask?

Ⓐ What kind of food does the fish like to eat?

Ⓑ Why does the fish live in a bowl?

Ⓒ How does the fish get air underwater?

Ⓓ Why does the fish have scales?

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**3** The room is dark. You turn on a light switch. The light bulb flashes. It makes a popping noise. It goes dark. Based on what you know, explain the problem. Then explain how you can solve the problem.

Ⓐ Problem: The light switch broke.
Solution: Put a new switch in the wall.

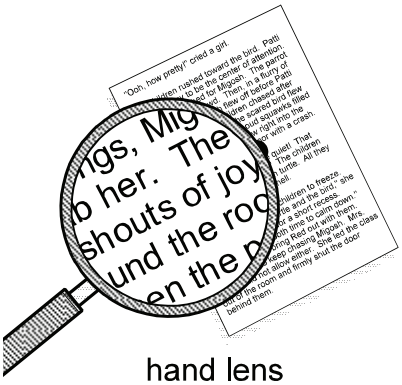
Ⓑ Problem: The light bulb burned out.
Solution: Put a new switch in the wall.

Ⓒ Problem: The light bulb burned out.
Solution: Replace the light bulb.

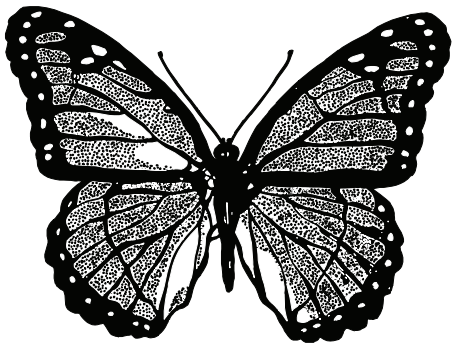
Ⓓ Problem: The light switch broke.
Solution: Call a plumber.


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**4** Laura uses a hand lens to look closely at a small butterfly.

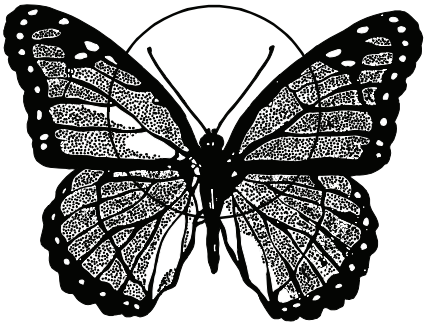


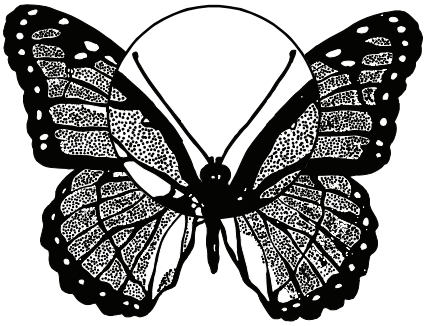
hand lens

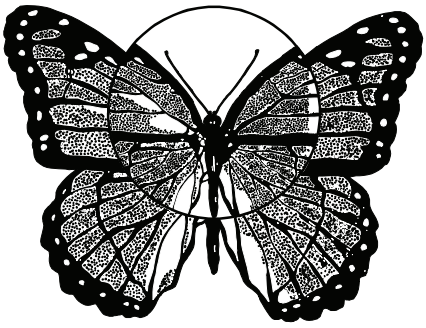


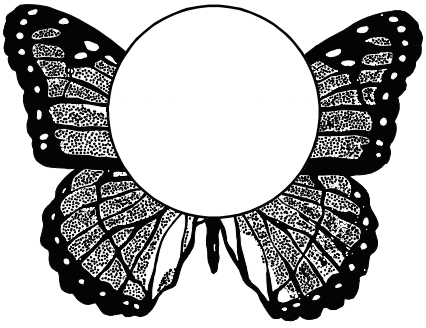
butterfly

Laura looks at the butterfly's head and antennae. What does Laura see when she looks at those parts through the hand lens?

Ⓐ 

Ⓒ 

Ⓑ 

Ⓓ 

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**5** Jaime can tell that temperatures are warmer in the day than at night. He also sees that the Sun is in the sky during the day but not at night.

If Jaime is correct, he decides that —

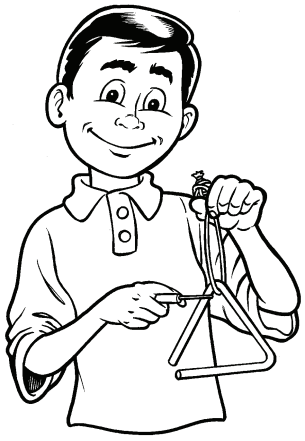
Ⓐ the Sun heats Earth.

Ⓑ night makes the Sun colder.

Ⓒ Earth heats the Sun.

Ⓓ the Sun takes away Earth's heat.

**6** Juan plays the triangle in music class. The triangle plays a note when Juan hits it with a metal stick.



When Juan hits the triangle hard, the sound is loud. When Juan hits the triangle lightly, the sound is softer. What happens to the triangle when Juan hits it lightly?

Ⓐ The triangle vibrates less.

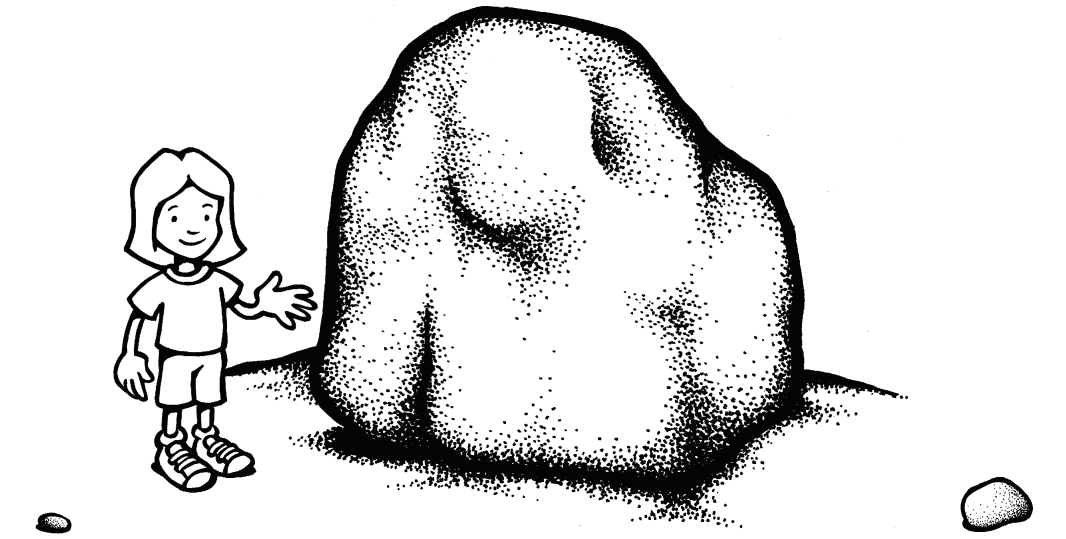
Ⓑ The triangle changes color.

Ⓒ The triangle vibrates more.

Ⓓ The triangle changes its note.


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**7** Look at the three types of rocks.



pebble boulder cobble

Which answer shows the types of rocks in order from smallest to largest?

Ⓐ cobble, pebble, boulder

Ⓑ boulder, cobble, pebble

Ⓒ pebble, boulder, cobble

Ⓓ pebble, cobble, boulder

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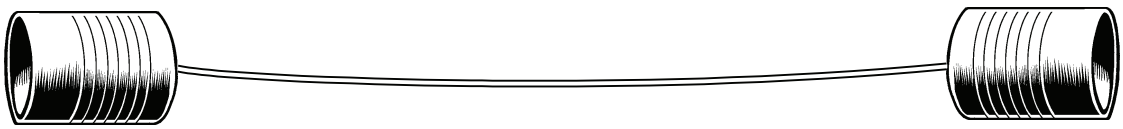
**8** Cora and Jane are friends. They live next door to each other. They are making a way to talk to each other without using a telephone. They have the objects shown.




Put the steps in the right order for the girls to follow. Step 1 is filled in for you.

| Step | |
|---|---|
| | Stretch the string between their homes. |
| | Push the string through the holes and tie a knot so it stays in place. |
| | Use the scissors to cut the string to the right length. |
| | Use the measuring tape to measure the distance between their homes. |
| 1 | Use the hammer and nail to poke a hole in the bottom of each can. |

Now Cora and Jane can talk to each other without using a telephone.




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**9** The part of the environment that supports the crow by providing what is needed to breathe and to fly is the —

Ⓐ land.

Ⓑ water.

Ⓒ air.

**10** Rocio watches a science movie. It shows a frog in a pond. The frog has a sticky tongue it can flick out of its mouth.



How does a sticky tongue help the frog?

Ⓐ A sticky tongue helps the frog catch flying insects to eat.

Ⓑ A sticky tongue helps the frog scare away flying insects that could hurt it.

Ⓒ A sticky tongue helps the frog jump from place to place.

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# STAAR CONNECTION™
## Diagnostic Series™
## Grade 2 Science
## Answer Key

**Assessment 1**

**1** **C** Tie it back.

**2** **C** How does the fish get air underwater?

**3** **C** Problem: The light bulb burned out.
Solution: Replace the light bulb.

**4** **C**



**5** **A** the Sun heats Earth.

**6** **A** The triangle vibrates less.

**7** **D** pebble, cobble, boulder

**8**

| Step | |
|---|---|
| 5 | Stretch the string between their homes. |
| 4 | Push the string through the holes and tie a knot so it stays in place. |
| 3 | Use the scissors to cut the string to the right length. |
| 2 | Use the measuring tape to measure the distance between their homes. |
| 1 | Use the hammer and nail to poke a hole in the bottom of each can. |

**9** **C** air

**10** **A** A sticky tongue helps the frog catch flying insects to eat.

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| Student Name: | STAAR CONNECTION™<br>Grade 2<br>Diagnostic Series Science |
|---|---|

Science assessment questions are listed below by strand and TEKS.
Circle the number of any question that has been answered incorrectly.
Next, circle the TEKS that needs additional reinforcement.

| Assessment 1 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Question Number** | **Strand** | **TEKS** | **TEKS** | | | | |
| 1 | Scientific and Engineering Practices | 2.1C | | | | | |
| 2 | Scientific and Engineering Practices | 2.1A | | | | | |
| 3 | Scientific and Engineering Practices | 2.1A | 2.1B | | | | |
| 4 | Scientific and Engineering Practices | 2.1D | | | | | |
| 5 | Scientific and Engineering Practices | 2.3B | | | | | |
| 6 | Force, Motion, and Energy | 2.8A | 2.3A | | | | |
| 7 | Recurring Themes and Concepts | 2.5C | | | | | |
| 8 | Force, Motion, and Energy | 2.8C | | | | | |
| 9 | Organisms and Environments | 2.12A | | | | | |
| 10 | Organisms and Environments | 2.13B | 2.5F | | | | |


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