

## LANGUAGE ARTS

### What should my child be working on in the third nine weeks of school?

#### READING

- Decoding words and using context clues to determine the meaning of words
- Learning about different genres of text: traditional tales, realistic fiction, and poetry
- Describing how rhyme, rhythm, and repetition are used in poetry to create images
- Describing similarities and differences in books written by the same author or in different versions of the same story
- Describing the main character in works of fiction, including their physical traits and motivation for their actions and feelings
- Identifying the topic and main idea in a text and locating clearly stated facts
- Describing the order or sequence of events in a text
- Making inferences about text and supporting understanding with evidence from the text
- Retelling important events in stories in order and making connections to personal experiences
- Distinguishing between fiction or nonfiction text

#### WRITING

- Understanding and using verbs, adjectives, and adverbs
- Using capitalization for proper nouns, months, and days of the week
- Writing short letters with ideas in sequence and using conventions
- Writing a short poem with sensory details

## MATH

### What should my child be working on in the third nine weeks of school?

#### COMPOSING AND DECOMPOSING

- Using concrete and pictorial models to compose and decompose numbers up to 1,200
- Using standard, word, and expanded forms to represent numbers up to 1,200

#### COMPARING AND ORDERING NUMBERS

- Generating a number that is greater than or less than a given number to 1,200
- Using place value to compare and order numbers up to 1,200
- Locating and naming the position of a given whole number on an open number line

#### WORD PROBLEMS

- Adding up to four two-digit numbers and subtracting two-digit numbers using mental math
- Solving one-step and multi-step word problems
- Generating and solving a problem situation for a given mathematical number sentence

#### FRACTIONS

- Partitioning objects into equal parts and naming the parts, including halves, fourths, and eighths, using words
- Using concrete models to count fractional parts beyond one whole
- Identifying examples and non-examples of halves, fourths, and eighths

#### GEOMETRY

- Creating two-dimensional shapes based on a given attribute
- Classifying and sorting three-dimensional solids
- Classifying and sorting polygons with 12 or fewer sides

## NEWS AND RESOURCES ALL YEAR LONG

[HoustonISD.org/news](http://HoustonISD.org/news) | [Facebook.com/HoustonISD](https://www.facebook.com/HoustonISD) | [Twitter.com/HoustonISD](https://twitter.com/HoustonISD) | Text “YES” to 68453 for text alerts

# PARENT GUIDE TO

**2<sup>ND</sup> GRADE**  
THIRD 9 WEEKS

## QUESTIONS TO ASK YOUR CHILD'S TEACHER



- How can I help my child understand the sequence of events in a story?
- How can I help my child practice using sensory details?
- What are elements of fiction and nonfiction text that my child should be able to identify?
- What are ways I can encourage my child to identify and use context clues?

## BEYOND ACADEMICS SOCIAL & EMOTIONAL BEHAVIOR

Help your child understand stereotypes about objects, activities, and roles. Students are learning about the diversity of activities and experiences and how we can become aware of and challenge stereotypes. Here are a few activities you can do at home to help students understand stereotypes:

- Discuss with your child why people choose or have different jobs.
- Encourage your child's involvement in a diverse range of activities based on personal preferences, strengths, or areas where he or she can learn and grow.
- Describe different kinds of activities and occupations with similarly positive terms to demonstrate that all are equally valued.

For more information, use this link to access a Parent Toolkit: [MHAHouston.org/parent-toolkit](http://MHAHouston.org/parent-toolkit)

## HOW CAN I HELP MY CHILD LEARN AT HOME?

- Before getting to the end of a story, ask your child what they think will happen next and why.
- Ask your child why they think a character acted in a certain way, and ask your child if they would have acted the same way as the character did.
- To check your child's understanding of what they are reading, occasionally pause and ask your child questions about the characters and events in the story.
- While driving, randomly call out words to your child and ask if the words are proper nouns and whether or not they should be capitalized.

## TOOL FOR SUCCESS

MegaMath Games provide engaging, interactive lessons to help build math skills. Students can access them from home in the Digital Resources tab of the HUB at [HoustonISD.org/HUB](http://HoustonISD.org/HUB). For help logging into the HUB, contact your child's school.

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