

## LANGUAGE ARTS

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

#### READING

- Reading independently for a sustained period of time and summarizing what was read
- Using context clues, prefixes, suffixes, antonyms, and synonyms to determine the meaning of words
- Identifying, reading, and spelling at least 300 high-frequency words
- Learning about different genres: informational text (expository, procedural, and persuasive) and drama
- Identifying the topic and main idea in a text and locating clearly stated facts
- Describing the order or sequence of events in a text and using text features to locate information
- Following written multi-step directions
- Describing main characters in drama and identifying the elements of dialogue
- Making inferences about text and supporting understanding with evidence from the text
- Retelling important events in stories in order and making connections to own experiences

#### WRITING

- Understanding and using pronouns
- Writing brief stories that include a beginning, middle, and end
- Writing short letters with ideas in sequence and using conventions
- Writing persuasive statements about issues that are important to the student

## MATH

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

#### GEOMETRY

- Partitioning objects into equal parts and naming the parts, including halves, fourths, and eighths, using words
- Composing two-dimensional shapes and three-dimensional solids
- Decomposing two-dimensional shapes

#### MULTIPLICATION AND DIVISION

- Modeling, creating, and describing contextual multiplication and division situations

#### AREA

- Using concrete models of square units to find the area of a rectangle

#### WORD PROBLEMS

- Solving one-step and multi-step word problems
- Generating and solving problem situations for a given mathematical number sentence

#### FINANCIAL LITERACY

- Calculating how money saved can accumulate into a larger amount over time
- Explaining that saving is an alternative to spending
- Distinguishing between a deposit and a withdrawal
- Identifying examples of borrowing or lending
- Differentiating between producers and consumers and calculating the cost to produce a simple item

## NEWS AND RESOURCES ALL YEAR LONG

[HoustonISD.org/news](https://HoustonISD.org/news) | [Facebook.com/HoustonISD](https://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**  
FOURTH 9 WEEKS

## QUESTIONS TO ASK YOUR CHILD'S TEACHER



- **How can I support and encourage literacy at home?**
- **Which assessments is my child required to take?**
- **What are some transition activities I can do at home to help my child be ready for third grade?**
- **How much time should my child spend on homework?**

## BEYOND ACADEMICS SOCIAL & EMOTIONAL BEHAVIOR

Help your child with predicting and explaining feelings. Students are learning that emotions are one way we react to things and situations, and to think ahead and try to predict, or guess, someone's feelings. We can also think back to what happened first to understand how someone is feeling. Here are activities you can do at home to help students with predicting and explaining feelings:

Talk with your child about the different ways people react emotionally to different situations. For example, discuss how each of you (or other family members) would feel in scenarios such as the following, and why your feelings are the same or different:

- You are about to read something that you wrote to a big group of people.
- You are about to take off in an airplane.
- You have nothing to do for the next hour.
- You just finished a really hard puzzle.
- A neighbor's cat climbs onto your lap.
- Someone tells you that you did a great job.

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?

- Encourage your child to follow written directions by cooking a new recipe with them and having them write down the recipe.
- Create a daily routine at home that includes independent reading time for the family.
- Encourage your child to write in a journal daily.
- Create a high-frequency word flash card game to quiz your child daily.

## DATES TO REMEMBER



<b>3/30</b>	Spring Holiday
<b>4/14</b>	"When I Grow Up" career fair
<b>4/21</b>	School Choice Fair
<b>5/31</b>	Deadline for Magnet Phase 2
<b>6/1</b>	Last Day of School for Students/Report Card Day
<b>8/10</b>	Deadline for Magnet Phase 3

## TOOL FOR SUCCESS

HISD's Community Resource Guide is a searchable database of after-school programs, summer camps, ESL and GED services, tutoring, food and shelter assistance, and much more. Visit [HoustonISD.org/CommunityResource](http://HoustonISD.org/CommunityResource).

## 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