

## LANGUAGE ARTS

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

#### READING

- Identifying and reading 300 high-frequency words
- Learning about different genres of text: informational, realistic fiction, and poetry
- Locating facts and details in stories and supporting answers with evidence from text
- Identifying the topic and author's purpose in writing a text
- Describing similarities and differences in books written by the same author
- Describing main characters in works of fiction, including their physical traits and motivations for their actions and feelings
- Using text features (table of contents, index, headings) to locate information in a text and increase understanding of the text
- Describing how rhyme, rhythm, and repetition are used to create imagery in poetry
- Retelling important events in stories in order and making connections to personal experiences

#### WRITING

- Using capitalization for proper nouns, months, and days of the week
- Using punctuation at the end of a sentence
- Using adjectives and adverbs
- Creating stories that have a beginning, middle, and end
- Writing a short poem with sensory details

## MATH

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

#### ADDITION & SUBTRACTION

- Recalling basic facts to add and subtract within 20
- Adding up to four two-digit numbers and subtracting two-digit numbers
- Solving one-step and multi-step word problems
- Generating and solving problem situations for a given mathematical sentence
- Representing and solving addition and subtraction word problems

#### MEASUREMENT

- Reading and writing time to the nearest one-minute increments

#### MONEY

- Determining the value of a collection of coins up to one dollar
- Using the cent symbol, dollar sign, and decimal point to name the value of a collection of coins

#### LENGTH

- Finding the length of objects
- Describing the inverse relationship between the size of the unit and the number of units needed to equal the length of an object
- Representing whole numbers as a distance from any given location on a number line
- Determining the length of an object to the nearest marked unit
- Determining the solution to a problem involving length

## NEWS AND RESOURCES ALL YEAR LONG

[HoustonISD.org/news](https://www.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**  
SECOND 9 WEEKS

## QUESTIONS TO ASK YOUR CHILD'S TEACHER



- How can I help my child in two-step adding or subtracting?
- What are best practices for my child to master telling time?
- How can I get my child to be engaged in genres that seem unappealing to him or her?
- How can I help my child develop punctuation skills?

## BEYOND ACADEMICS SOCIAL & EMOTIONAL BEHAVIOR

Help your child with relating thoughts, feelings, and behaviors. Students are “thinking about our thinking” and discussing ways in which our thoughts about people or situations can influence how we feel and what we do. Recognizing that people have different thoughts or perspectives that cause them to behave in certain ways can help us understand one another better. Here are a few activities you can do at home:

- Help your children recognize their own thoughts about a person or situation and how these thoughts affect their feelings and choices. (e.g., It sounds like you don't want to go to your friend's house this afternoon. Is there a reason why? Is there something you'd like to share?)
- Help your child understand other people's behavior by exploring the thoughts that could be causing it. (e.g., You said you don't like when your sister tags along with you and your friends to the park. What could she be thinking when she follows you there? Is she thinking that it would be fun to hang out with you? What if she's bored or lonely without you? Why don't we talk to her and see what she thinks?)

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

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

- At random times, have your child tell you the present time or give your child the responsibility of reminding you of certain events that need to happen at a certain time.
- Create a short story with your child and let your child be the editor to identify the punctuation errors.
- Find articles and literary genres that are of interest to your child based on what they like. (e.g., If your child likes cars, find a story or poem that is about cars.)
- Create real-life scenarios for two-step adding and subtracting in which your child will be able to use manipulatives, which are practical concrete items around the house that parents can use to support learning (e.g., beans, cheerios, pennies, etc.).

## TOOL FOR SUCCESS

Storyline Online streams imaginatively produced videos featuring actors reading children's books, helping to inspire a love of reading. Storyline Online is available 24 hours a day. [StoryLineOnline.net](https://www.storylineonline.net)

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