

**SECOND GRADE  
CONTENT STANDARDS**

**Parent Handbook**

**Sacramento Diocese  
of  
Catholic Schools**

# Content Standards for **SECOND GRADE**

## **Why Content Standards?**

With the adoption of content standards, California is stating—explicitly—the content that students need to acquire at each grade level from Kindergarten through grade twelve. With student mastery of this content, schools will be equal to those in the best educational systems in other states and nations.

## **How to Improve Student Performance?**

Strong performance on standardized tests is an increasingly important part of life for all students. Access to higher education, most specialized employment licenses, and many public and private occupational opportunities depend on acceptable performance of one form or another on standardized tests.

The goal is to focus instruction on Standards, coordinate instruction between classrooms, and use common student assessments. These must emphasize both the content and assessment format students may face in the future in order to significantly increase student learning and student achievement on formal and informal assessments.

## **Goals for your Child's Education**

Research has proven that student learning and overall productivity increases with the implementation of a Standards-based educational system. Standards define the curriculum for each grade level, a curriculum that is coordinated from grade level to grade level and one that identifies the level of instruction appropriate for each grade. As teachers and parents understand the curriculum expectations at a specific grade level, they can provide the type of learning experiences that will allow the student successful achievement in all Standards.

## **How to Use this Parent Handbook**

Use this handbook as a guide to your child's education in Second Grade by:

- Reading the Standards your child should learn during the year.
- Helping your child learn the different Standards by doing the suggested Home Activities and providing instruction when your child is having trouble with his/her homework.
- Tracking your child's progress during the year using the "Student Progress Chart" found in this document.
- Taking this Handbook to your child's parent/teacher conference. At this time, compare the teacher's Student Progress Chart with your own chart, and discuss the Standards that the child needs to master.

## **Parent Handbook Components**

This document contains:

- Second Grade Standards for Religion, Language Arts, Mathematics, History–Social Science and Science
- Home Atmosphere Suggestions for improved student performance
- Home Activities for Language Arts, Mathematics, History–Social Science and Science
- Student Tracking Forms to show student progress throughout the year

# RELIGION STANDARDS

## Grade Two

### **THEME:**

**Understanding that God shares His love through creation, Eucharist, redemption and guidance.**

### **OBJECTIVES:**

- A. To understand that God's gift of creation brings with it a call for responsibility.
- B. To understand that God sent Jesus to redeem the world.
- C. To learn that Jesus shares Himself in a special way through Eucharist.
- D. To learn that the Holy Spirit helps and guides us.
- E. To assist the child in an appreciation of the Sacrament of Reconciliation.

### **1.0 MESSAGE: God, our Creator, sends Jesus and the Holy Spirit to help and guide us.**

#### **1.1 God**

- 1.1.1 To learn that God made us.
- 1.1.2 To understand that God always loves us.
- 1.1.3 To learn that God always forgives us if we are sorry.
- 1.1.4 To learn that God allows us to make choices.
- 1.1.5 To learn that Jesus is the Son of God.
- 1.1.6 To understand that Jesus is our brother and friend.
- 1.1.7 To learn that Jesus died for us.
- 1.1.8 To learn that Jesus rose from the dead to give us new life.
- 1.1.9 To learn that Jesus gives us Himself in the Eucharist.
- 1.1.10 To learn that the Holy Spirit helps us to make choices.

#### **1.2 Scripture**

- 1.2.1 To understand that the Bible is a collection of stories divided into two parts.
- 1.2.2 To begin to respond to God's word by doing what Jesus asks of us.
- 1.2.3 To read and experience the Parables.
- 1.2.4 To introduce the use of the Bible.

#### **1.3 Doctrine**

- 1.3.1 To learn that we receive Jesus in the form of bread and wine through the Eucharist.
- 1.3.2 To learn that we give and receive forgiveness through the Holy Spirit.

### **2.0 WORSHIP: We participate in worship through liturgy and sacraments.**

#### **2.1 Sacraments**

- 2.1.1 To understand sacraments as celebrations of Jesus' love and signs of His presence.
- 2.1.2 To reinforce that we enter God's family, the Church, through Baptism.
- 2.1.3 To reinforce that we are given new life through Baptism.
- 2.1.4 To emphasize that Eucharist was given to us at the Last Supper by Jesus.

- 2.1.5 To learn that through Eucharist we experience healing, forgiveness, and mission.
- 2.1.6 To learn that Eucharist is a sacrament of thanksgiving.
- 2.1.7 To learn that bread and wine are changed into the Body and Blood of Jesus at Eucharist.
- 2.1.8 To learn that Eucharist is a remembrance of Jesus' death and resurrection.
- 2.1.9 To learn that we will be welcomed back to God's family when we ask for forgiveness.

## **2.2 Prayer**

- 2.2.1 To learn that we call on God as Creator, Redeemer, and Guide through prayer.
- 2.2.2 To understand the meaning of the following prayers: (1) Sign of the Cross; (2) Our Father; (3) Hail Mary; (4) Doxology (Glory to the Father...).
- 2.2.3 To introduce an Act of Contrition.
- 2.2.4 To learn the responses of the Liturgy as prayer.
- 2.2.5 To have the opportunity to participate in a variety of prayer forms such as recitation, spontaneous prayer, petitions, and guided meditation.

## **2.3 Liturgy**

- 2.3.1 To participate in school and Sunday liturgies.
- 2.3.2 To understand that we gather at Liturgy to celebrate Jesus' life with us.
- 2.3.3 To understand that we receive special food at Eucharist.
- 2.3.4 To learn the two parts of the Mass.
- 2.3.5 To learn the basic responses and prayers used during Mass.

## **2.4 Liturgical Year**

- 2.4.1 To experience Advent as a time of preparation.
- 2.4.2 To experience Christmas as the message of God's love.
- 2.4.3 To experience Lent as a time for sacrifice and giving.
- 2.4.4 To reinforce knowledge of the events of Holy Week.
- 2.4.5 To emphasize and experience the Eucharistic theme of Holy Thursday.
- 2.4.6 To experience the Easter season as a time for great happiness.

## **2.5 Feast Days**

- 2.5.1 To learn that feast days help us celebrate special members of God's family.
- 2.5.2 To celebrate special feast days.

## **2.6 Traditions**

- 2.6.1 To experience a variety of Marian devotions.

## **3.0 MORALITY: We develop personal responsibility.**

- 3.1 To learn that decisions involve choices.
- 3.2 To reinforce that all decisions have consequences.
- 3.3 To experience reconciliation as a part of forgiveness.
- 3.4 To learn conflict resolution skills.

## **4.0 CATHOLIC SOCIAL TEACHING: We live the message of Jesus through service to others.**

### **4.1 Justice**

- 4.1.1 To learn and experience that we can make choices and follow rules.
- 4.1.2 To learn that others help us to make choices.

**4.2 Peace**

- 4.2.1 To learn that we can try again if we make a mistake.
- 4.2.2 To learn to share our personal gifts with others.
- 4.2.3 To learn that we belong to a parish community.
- 4.2.4 To learn that many communities make up the world.
- 4.2.5 To learn that we have a Christian responsibility for others in need.

**4.3 Local Needs**

- 4.3.1 To participate in local outreach.

**5.0 COMMUNITY: God's people are connected by faith.**

**5.1 Models of Church**

- 5.1.1 To know that the Church is the people of God.
- 5.1.2 To know that the Church is a community of people who follow God.
- 5.1.3 To know that our local community is called a parish.
- 5.1.4 To know that the Church is the Family of God.

**5.2 Church History**

- 5.2.1 To learn that Mary was chosen to be the Mother of Jesus.
- 5.2.2 To understand that Mary is the mother of Jesus.
- 5.2.3 To learn that Mary shows us how to love.
- 5.2.4 To begin to learn about patron saints.

**6.0 FAMILY LIFE: The uniqueness of each person is to be nurtured.**

**6.1 Human Dignity**

- 6.1.1 To understand that families come in many "forms": mothers, fathers, and children; mothers and children; fathers and children; grandparents and children.
- 6.1.2 To understand that families work together.
- 6.1.3 To learn that friends are special people.
- 6.1.4 To learn that we grow and change.
- 6.1.5 To learn that we are special and unique.
- 6.1.6 To understand our unique characteristics.

**7.0 TERMINOLOGY:**

Advent	God's Family	altar
grace	apostles	Jesus
Baptism	Last Supper	Bible
Lent	celebrate	liturgy
Christ	Mary	Christmas
Mass	communion	prayer
Easter	reconciliation	Eucharist
Sacrament	forgive	saint

**8.0 SCRIPTURE REFERENCES to be used to develop the themes of the religion standards.**

Genesis 2-3	First failure to love God enough
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Exodus 1-14	Moses leads the people out of Egypt; first Passover
1 Kings 17: 1-16	Elijah and the widow; God provides for the poor
Psalms 51	Prayer of repentance
Psalms 139	God knows us
Mark 10: 17-25	The Rich Man, Lazarus
Luke 10: 25-37	The Good Samaritan
Luke 14: 16-24	Good News
Luke 15: 1-7	Lost Sheep
Luke 15: 11-32	Prodigal Son
Luke 19: 1-10	Zacchaeus
Luke 22: 14-20	Last Supper
John 2: 1-11	Wedding at Cana
John 6: 1-13	Jesus feeds the five thousand
John 6: 25-58	Bread of Life

## LANGUAGE ARTS STANDARDS

### Grade Two

#### Reading

##### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

By the end of second grade, your child will:

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).
- 1.3 Decode two-syllable nonsense words and regular multi-syllable words.
- 1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).
- 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.
- 1.7 Understand and explain common antonyms and synonyms.
- 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
- 1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).
- 1.10 Identify simple multiple-meaning words.

## **2.0 Reading Comprehension**

Students read and understand grade-level-appropriate material, including grade-level Bibles. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, including *The Catholic Herald*, online information and religious texts). In grade two, students continue to make progress toward this goal.

By the end of second grade, your child will:

- 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.
- 2.2 State the purpose in reading (i.e., tell what information is sought).
- 2.3 Use knowledge of the author's purpose(s) to comprehend informational text.
- 2.4 Ask clarifying questions about essential textural elements of exposition (e.g., why, what if, how).
- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.6 Recognize cause-and-effect relationships in a text.
- 2.7 Interpret information from diagrams, charts, and graphs.
- 2.8 Follow two-step written instructions.

## **3.0 Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature and the Bible. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* and selected Bible stories, illustrate the quality and complexity of the materials to be read by students.

By the end of second grade, your child will::

- 3.1 Compare and contrast plots, settings, and characters presented by different authors.
- 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
- 3.3 Compare and contrast different versions of the same stories that reflect different cultures.
- 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

# **Writing**

## **1.0 Writing Strategies**

By the end of second grade, your child will:

- 1.1 Group related ideas and maintain a consistent focus.
- 1.2 Create readable documents with legible handwriting.



- 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas, internet).
- 1.4 Revise original drafts to improve sequence and provide more descriptive detail.

## **2.0 Writing Applications (Genres and Their Characteristics)**

By the end of second grade, your child will::

- 2.1 Write brief narratives based on their Christian experiences:
  - a. Move through a logical sequence of events.
  - b. Describe the setting, characters, objects, and events in detail.
  - c. Journal in a First Communion Memory Book.
- 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature, (e.g. a letter to grandparents about their First Communion)..
- 2.3 Write a church petition.

## **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

By the end of second grade, your child will:

- 1.1 Distinguish between complete and incomplete sentences.
- 1.2 Recognize and use the correct word order in written sentences.
- 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.
- 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
- 1.5 Use quotation marks correctly.
- 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.
- 1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
- 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

By the end of second grade, your child will:

- 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
- 1.2 Ask for clarification and explanation of stories and ideas.
- 1.3 Paraphrase information that has been shared orally by others.
- 1.4 Give and follow three- and four-step oral directions.
- 1.5 Organize presentations to maintain a clear focus.
- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
- 1.7 Recount experiences in a logical sequence.
- 1.8 Retell stories, including characters, setting, and plot.
- 1.9 Report on a topic with supportive facts and details.

### **2.0 Speaking Applications (Genres and Their Characteristics)**

Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Recount experiences or present stories:
  - a. Move through a logical sequence of events (e.g. retell Bible stories).
  - b. Describe story elements (e.g., characters, plot, setting).
- 2.2 Report on a topic with facts and details, drawing from several sources of information.
- 2.3 Recite Bible verses, prayers, and songs.
- 2.4 Read in Mass or present a Mass reading in class.

# MATHEMATICS STANDARDS

## Grade Two

### Number Sense

#### 1.0 Number Relationships

By the end of Second Grade, your child will:

- 1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.
- 1.2 Use words, models, and expanded forms (e.g.,  $45 = 4 \text{ tens} + 5$ ) to represent numbers to 1,000.
- 1.3 Order and compare whole numbers to 1,000 by using the symbols  $<$ ,  $=$ ,  $>$ .

#### 2.0 Addition and Subtraction

By the end of Second Grade, your child will:

- 2.1 Understand and use the inverse relationship between addition and subtraction to solve problems and check solutions (e.g., an opposite number sentence for  $8 + 6 = 14$  is  $14 - 6 = 8$ ).
- 2.2 Find the sum or difference of two whole numbers up to three digits.
- 2.3 Use mental math to find the sum or difference to two-digit numbers.

### **3.0 Multiplication and Division**

By the end of Second Grade, your child will:

- 3.1 Use repeated addition, arrays, and count by multiples to do multiplication.
- 3.2 Use repeated subtraction, equal sharing, and form equal groups with remainders to do division.
- 3.3 Know/memorize multiplication tables of 2s, 5s, and 10s to “10 X 10.”

### **4.0 Fractions and Decimals**

By the end of Second Grade, your child will:

- 4.1 Recognize, name, and compare unit fractions from  $\frac{1}{12}$  to  $\frac{1}{2}$ .
- 4.2 Recognize fractions of a whole and parts of a group.
- 4.3 Know that all fractional parts together (e.g., four fourths) equal one whole.

### **5.0 Computation with Money**

By the end of Second Grade, your child will:

- 5.1 Solve problems using combinations of coins and bills.
- 5.2 Know and use decimal notation and the dollar and cent symbols for money.

### **6.0 Estimation**

By the end of Second Grade, your child will:

- 6.1 Recognize when an estimate is reasonable in measurements.

## **Algebra and Functions**

### **1.0 Number Relationships**

By the end of Second Grade, your child will:

- 1.1 Use commutative and associative rules to simplify mental calculations and to check results.
- 1.2 Relate problem situations to number sentences involving addition and subtraction.
- 1.3 Solve addition and subtraction problems using data from simple charts, picture graphs, and number sentences.

## **Measurement and Geometry**

### **1.0 Measurement**

By the end of Second Grade, your child will:

- 1.1 Measure the length of objects by repeating a nonstandard or standard unit.
- 1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.
- 1.3 Measure the length of an object to the nearest inch and/or centimeter.
- 1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month).
- 1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m.-4:00 p.m.).

### **2.0 Geometry**

By the end of Second Grade, your child will:

- 2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle)

- according to the number and shape of faces, edges, and vertices.
- 2.2 Put shapes together and take them apart to form other shapes.

## **Statistics, Data Analysis, and Probability**

### **1.0 Data**

By the end of Second Grade, your child will:

- 1.1 Record numerical data in systematic ways, keeping track of what has been counted.
- 1.2 Represent the same data in more than one way.
- 1.3 Identify range and mode.
- 1.4 Ask and answer simple questions related to data representations.

### **2.0 Patterning**

By the end of Second Grade, your child will:

- 2.1 Recognize, describe, and extend patterns and determine a text term in linear patterns.
- 2.2 Solve problems in simple number patterns.

## **Mathematical Reasoning**

### **1.0 Making Decisions about a Problem**

By the end of Second Grade, your child will:

- 1.1 Determine the approach, materials, and strategies to be used.
- 1.2 Use tools, such as manipulatives or sketches, to model problems.

### **2.0 Solving Problems and Justify Reasoning**

By the end of Second Grade, your child will:

- 2.1 Defend the approach, materials, and strategies to be used.
- 2.2 Make precise calculations and check the validity of the results from the context of the problem.

### **3.0 Make Connections**

By the end of Second Grade, your child will:

- 3.1 Note connections between one problem and another.

## **HISTORY/SOCIAL SCIENCE STANDARDS** Grade Two

### **People Who Make a Difference**

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history and religion whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free market system.

#### **2.1 Students differentiate between those things that happened long ago and yesterday by:**

1. Tracing the history of a family through the use of primary and secondary sources including artifacts, photographs, interviews, and documents.
2. Comparing and contrasting their daily lives with those of parents, grandparents, and people from Bible stories.
3. Placing important events in their lives in the order in which they occurred (e.g., on a timeline or story board).

#### **2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments by:**

1. Locating on a simple letter-numbered grid system the specific locations and geographic features in their neighborhood or community (e.g., map the classroom, the school).
2. Labeling a simple map from the memory of the North American continent, including the countries, oceans, Great Lakes, major rivers, mountain ranges; identifying the essential map elements of title, legend, directional indicator, scale, and date.
3. Locating on a map where their ancestors used to live, describing when their family moved to the local community, and describe how and why they make

their trip.

4. Comparing and contrasting basic land use in urban, suburban, and rural environments in California.

**2.3 Students explain the institutions and practices of governments on the United States and other countries, in terms of:**

1. The difference between making laws, carrying out laws, determining if laws have been violated and punishing wrongdoers.
2. The ways in which groups and nations interact with one another and try to resolve problems (e.g., trade, cultural contacts, treaties, diplomacy, military force, and prayer).
3. Understand that the Ten Commandments are a basis for many of our civil laws.

**2.4 Students understand basic economic concepts of their individual roles in the economy, and demonstrate basic economic reasoning skills, in terms of:**

1. Food production and consumption long ago and today including the role of farmers.
2. The role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. How limits on resources require people to choose what to produce and what to consume.

**2.5 Students understand the importance of individual action and character and explain how heroes and saints from long ago and the recent past make a difference in others' lives (e.g., biographies of George Washington Carver, Marie Curie, Louis Pasteur, Albert Einstein, Indira Gandhi, Abraham Lincoln, Jackie Robinson, Mother Teresa, and many saints).**

## **SCIENCE STANDARDS**

### **Grade Two**

#### **Physical Sciences**

**1.0 The motion of objects can be observed and measured. As a basis for understanding this concept, students know:**

- 1.1 the position of an object can be described by locating it relative to another object or the background.
- 1.2 an object's motion can be described by recording the change in its position over time.
- 1.3 the way to change how something is moving is to give it a push or a pull. The size of the change is related to the strength, or the amount of "force" of the push or pull.
- 1.4 tools and machines are used to apply pushes and pulls (forces) to make things move.
- 1.5 objects near the Earth fall to the ground unless something holds them up.
- 1.6 magnets can be used to make some objects move without being touched.
- 1.7 sound is made by vibrating objects and can be described by its pitch and volume.

## **Life Science**

### **1.0 God made plants and animals to have predictable life cycles. As a basis for understanding this concept, students know:**

- 1.1 organisms reproduce offspring of their own kind. The offspring resemble their parents and each other.
- 1.2. the sequential stages of life cycles are different for different animals, for example butterflies, frogs, and mice.
- 1.3 many characteristics of an organism are inherited from the parents. Some characteristics are caused by, or influenced by, the environment.
- 1.4 there is variation among individuals of one kind within a population.
- 1.5 the germination, growth, and development of plants can be affected by light, gravity or touch, or environmental stress.
- 1.6 in plants, flowers and fruits are associated with reproduction.
- 1.7 that each person is a unique individual created by God.
- 1.8 that we have a moral responsibility to nurture and protect the earth God gave us.

## **Earth Sciences**

### **1.0 Earth is made of materials that have distinct properties and provide resources for human activities. As the basis for understanding this concept, students know:**

- 1.1 how to compare the physical properties of different kinds of rocks and that rock is composed of different combinations of minerals.
- 1.2 smaller rocks come from the breakage and weathering of larger rocks.
- 1.3 soil is made partly from weathered rock and partly from organic materials, and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.
- 1.4. fossils provide evidence about the plants and animals that lived long ago, and scientists learn about the past history of Earth by studying fossils.
- 1.5 rock, water, plants and soil provide many resources including food, fuel, and building materials that humans use.
- 1.6 that we all have a moral responsibility to care for the natural resources that God has given us.



## **Investigation And Experimentation**

**1.0 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content in the other three strands, students should develop their own questions and perform investigations. Students will:**

- 1.1 make predictions based on patterns of observation rather than random guessing.
- 1.2 measure length, weight, temperature, and liquid volume with appropriate tools in standard and non-standard units.
- 1.3 compare and sort common objects based on two or more physical attributes (including color, shape, texture, size, and weight).
- 1.4 write or draw descriptions of a sequence of steps, events, and observations.
- 1.5 understand that God gives us the gifts and talents to learn these concepts.

## **ATMOSPHERE AT HOME**

**We encourage all parents to consider the following ideas when setting up a home environment for increasing student learning:**

- 1. Provide an appropriate work space that is:**
  - Quiet with appropriate lighting.
  - Contains supplies such as paper, pencils, resources, etc.
- 2. Set up an atmosphere for studying by:**
  - Scheduling a regular, daily study time where all family members are studying.
  - Making sure the house is quiet during study time.
  - Working on establishing trust and accountability..
- 3. Be involved in your child's education by:**
  - Being a role model, setting values, and modeling good Christian values.
  - Demonstrating a positive attitude.
  - Providing help, resources, and encouragement.
  - Showing interest and supporting your child's work.
  - Upholding the school's expectations.
  - Supporting and participating in school service opportunities.
- 4. Strive to establish a Christian family atmosphere by:**
  - Encouraging your child to follow the teachings of Jesus in his/her dealing with others.
  - Encouraging regular family prayer and the celebration of religious experiences.
  - Modeling Christian values.
  - Acknowledging and supporting your child's efforts.
  - Reinforcing Christian behavior.
  - Providing opportunities for service to others.
- 5. Strengthen communication with your child by:**
  - Spending quality time with your child often.

- Sharing resources from your community.
- Establishing/enforcing reasonable consequences for behavior.

## **HOME ACTIVITIES FOR LANGUAGE ARTS**

### **Reading**

- Read aloud daily, child to parent/parent to child.
- Subscribe to children's magazines especially related to your child's areas of interest.

### **Reading Comprehension**

- Have the child summarize or retell what he/she reads.
- After reading a story, have your child; (1) retell the story in order, (2) tell a different ending to the story and tell why this ending is possible, and (3) read only half of another story and have your child make up an ending. Then read the rest of the story and compare the endings.
- Ask your child questions about the story you read.

### **Writing**

- In a journal, write a minimum of two sentences about important and/or daily events.
- Write thank you notes for presents received, good deeds, etc.
- Write invitations to a birthday party.
- Write letters to a pen pal or family member outside the home.
- Write poems, riddles, and/or jokes.

### **Written and Oral English Language Conventions**

- Make a calendar of special family events. Be sure to capitalize proper nouns.
- Look at a newspaper with your child and highlight frequently used words (e.g., the, a, I, am). Practice spelling some of these commonly used words.
- Say a sentence to your child, (e.g., Mary has a dog.). Ask the child to identify the noun (e.g., The word Mary and dog are a nouns).
- Model proper English when speaking

### **Listening and Speaking**

- Encourage discussion by asking questions that cannot be answered with yes or no (e.g., What was your favorite part of today and why?).
- Have the child read aloud his/her spelling words or a short story into a tape recorder. Listen and discuss the reading.
- Give your child 2 or 3 different directions. Have your child tell you the directions that were given, then follow them (e.g., Get a pencil and paper, get a drink of water, then sit down and write your name.).
- Have your child recite a poem.

## **HOME ACTIVITIES FOR**

# MATHEMATICS

## Number Sense

- Play card games involving numbers such as “Tens: Go Fish.”
- Have your child practice counting money using coins and dollar bills (e.g., Count the change in dad’s pocket, the money in a cup).
- When shopping, estimate the price of the grocery items by rounding off each price and adding.
- Practice skip counting by 2’s, 5’s, and 10’s.

## Algebra and Functions

- Talk with your child about fractional parts of things in life, such as dividing a pizza among family members. Talk about the fractional parts of each piece (e.g., The pizza was divided into 8 pieces. Each piece is 1 of the 8 pieces or  $\frac{1}{8}$ th. of the pizza.).

## Measurement and Geometry

- Have your child help bake from a recipe. Talk about the different ways to measure ingredients.
- Create a growth chart and have your child tell his height in both inches and centimeters.
- When driving in the car, have your child point out, and name, all the different shapes they see (e.g., circles, triangles, rectangles).
- Have your child practice telling time to the nearest quarter hour using both a digital and analog clock. Ask questions such as, “Dinner will be in 15 minutes. What time will it be?”

## Statistics, Data Analysis, and Probability

- Have your child take a survey with the family or friends asking about their favorite flavor of ice cream, favorite T.V. show, favorite food, their birthday, etc. Then have your child make a chart showing the survey results.
- Play dice or board games with your child and talk about the probability of winning.

## Mathematical Reasoning

- When working on a mathematics problem, have your child explain the reason for their answer.

# HOME ACTIVITIES FOR HISTORY/SOCIAL SCIENCE

## Things that Happened Long Ago / Things That Happened Yesterday

- Share/make a family tree with your child using pictures and family documents.
- Share and discuss, with your child, information about family members, using pictures if possible.
- Talk to your child about his/her grandparents, discussing the jobs they did compared with the jobs people do today.

### **Maps of People, Places, and Environments**

- Help your child make a small map of the community, including the family home, school, roads, and other places of importance to the child.
- On the map, have the child draw the route from home to school. Then drive your child to school, following the map. Be sure to point out each street on the map and the “real” street.
- When taking a trip, with your child, first highlight the route to be taken on a road map. Then, during the trip, point out where you are in comparison to the map.
- When reading a book to your child, if the book talks about a location, show your child that location on the map.
- If possible, get a map of the United States. Then look on the Internet, under **www.weather.com**, and note the temperature of different cities across the United States. Record these temperatures and make comparisons every three to four days.
- Explain to your child ordinal directions (N,S,E,W) and use them when traveling.

### **Governmental Institutions and Practices in United States and Other Countries**

- Talk to your child about how laws are made in the United States. If possible, role play the different steps used to get a law passed (e.g., determine a need, write the legislation, present to legislature, vote, present to the governor/president, implement).
- When seeing a movie that contains a court scene, talk with your child about the role of the court in our governmental system.

### **Basic Economic Concepts / Basic Economic Reasoning**

- Take your child grocery shopping and teach them about shopping for value (e.g., Larger quantities are sometimes cheaper. Not buying name brand items may save money.).
- When eating dinner, talk with your child about how the food got from the farmer to your table.
- Visit a farm/ranch to see how food is grown/raised.
- Compare the process of growing food today with food production long ago (e.g., planting rice by airplane vs planting rice by hand).
- When shopping, talk about buying things that are on sale and reasons why the store is willing to take a lower price for the item.
- When shopping, talk about the concept of supply and demand (e.g., Why does the price of gasoline go up when the supply is low?).

### **Heroes Made a Difference in Others' Lives**

- As a family, pick an American hero and list the things the person did that made a difference in other's lives (e.g., Thomas Edison, Abe Lincoln, Louis Pasteur).
- Have each member of the family make a poster showing the accomplishments of the American hero. Display the posters around the house.
- During each legal holiday, talk about the person being celebrated and discuss the things that person did for others (e.g., Fourth of July - People who fought for freedom).
- Play the game “Who am I” with the family. One family member names the accomplishments of a Hero while the other family members guess that person's

name. Count the number of clues needed before someone guesses the person's name.

## **HOME ACTIVITIES FOR SCIENCE**

### **Physical Sciences**

#### **Motion of Objects Can be Observed and Measured**

- Help your child make different musical instruments (e.g., rubber band guitars, ruler, bottles with water). Help them discover the following; (1) when objects vibrate, they create sound, and (2) the faster the vibration, the higher the sound.
- When riding bikes together, talk about the force that makes the bike go forward. Discuss the force that moves other things they ride (e.g., skate board, skates, car).
- Give your child a good magnet and ask him/her to find all the things that a magnet will pick up. Record this information and draw some conclusion. Next, encourage your child to find some way to prove that he can move things, with a magnet, without touching them.

### **Life Sciences**

#### **Plants and Animals have Predictable Life Cycles**

- With your child, get a book that talks about the life cycles of different animals. Discuss how babies look for different animals, insects, butterflies, frogs, mice, etc.
- While looking at this book, talk about how the babies resemble their parents or how they grow up to resemble their parents.
- Grow some plants. With one plant, treat it nicely, talking to it and giving it the best growing conditions. With the second plant, put it outside and give it water when needed, but leave it alone. With the third plant, put it in a window, give it water, but make it listen to rock music for long periods of time. After a month, see which plant is growing the best and why.

### **Earth Sciences**

#### **Earth's Materials have Distinct Properties and Provide Resources**

- Help your child begin a rock collection. Ask questions about the properties of each rock and ask why rocks are different (e.g., Rocks are different because of the way they are made and/or their mineral content.).
- While traveling, look for fossils or layers of a canyon and discuss why the canyon has different colors.
- At home, make a canyon in a glass jar by pouring in different colored substances, one at a time, so the jar has layers of color.

### **Investigation and Experimentation**

#### **Scientific Progress is Made by Asking Meaningful Questions and Conducting**

### **Investigations**

- Help your child use a:
  1. Thermometer to measure the temperature of air and water.
  2. Yard stick to measure the size of two rooms in the house.
  3. Clock to measure the time it takes to complete a project.
  4. Tape measure to measure wood for a project.
  5. Measuring cup to measure ingredients for baking.
- Using the thermometer, help your child take the temperature of the air at a specific time each day and record the results in an organized manner.

## **STUDENT'S RECORDS**

**How is your child's progress in school? Is he/she learning the required skills for their grade level?** Are these questions that you have been asking? The **Student Records** on the following pages will allow you to identify the Standards your child has learned this year.

### **How to use the Student Records**

As you see that your child has mastered one of the skills on the **Student Record**, write a date in the appropriate box. You could find out that your child knows the skill by: (1) giving them a test; (2) looking at your child's school papers; (3) observing your child perform the skill in his/her everyday life experiences, etc. Whatever the case, this **Student Record** is available for you to chart your child's progress throughout the school year.

### **Using the Student Record During a Teacher Conference**

While talking to the teacher take out the **Student Record** and discuss your findings with the teacher. In this way, you are discussing real data about your child's knowledge of skills. During the discussion, the teacher may suggest changes to the **Student Record** because of classroom assessments or observations.

### **Keys to Success**

Remember the following keys:

1. Always take this handbook to your teacher/parent conference so you can track your child's educational progress.
2. As your child demonstrates their knowledge of a specific skill, always write the date in the space provided.
3. Plan home activities that will help your child master one or more of the skills listed, then record his/her progress.
4. Discuss, with your child, his/her progress and set goals.

























