

Grade Two Writing Process

Favorite Books:

- Tough Boris by Mem Fox
 - A Caribou Journey by Debbie S. Miller
-

The student will improve writing skills.

How can I help my child write stories with a beginning, middle, and end?

Together we:

- Talk about the way my child wants to start the story, what does s/he want to have happen in the middle? How are we going to end it? Next we put the story together.
- Start by telling a story to my child then let him/her write what would happen next. Decide on an ending together.
- Write a story to go with a wordless picture book. Remember that stories need a beginning, middle, and end.
- Write a progressive story as a family. One person starts the story, then each person takes turns adding to the story. This activity encourages reading since your child has to read what others write so it makes sense.

How can I help my child identify qualities of good writing?

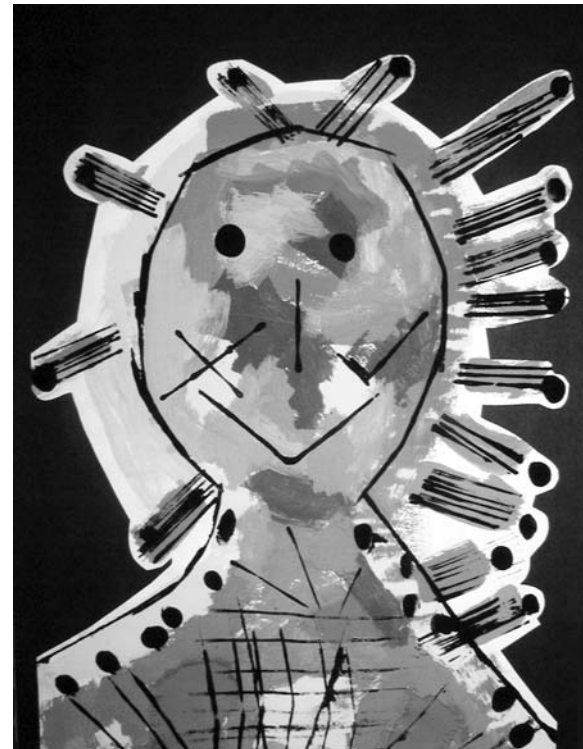
Together we:

- Talk about stories and what we like about them.
- Talk about my child's favorite author. Talk about why s/he likes that author.
- Display writing for all to enjoy.

How can I help my child write complete sentences?

Together we:

- Talk about my child's writing. Ask him/her to read it to me and ask questions like: "Do you like the way the sentence sounds? Does it make sense?"
- Check for nouns (person, place, or thing) and verbs (action word).
- Start a family journal to record special days, weekend activities and other significant events.
- Read the journal with family members.



Favorite Books:

- Do You Want to Be My Friend? by Eric Carle
- A Boy, A Dog, and A Frog by Mercer Mayer

How can I help my child use the basic rules of punctuation, capitalization, and spelling in written work?

Together we:

- Talk about corrections and concentrate on one type of error at a time.
- Check to be sure that sentences start with a capital letter and end with punctuation.
- Circle words that we think are spelled incorrectly.

How can I help my child spell frequently used words and words that are spelled as they sound, correctly?

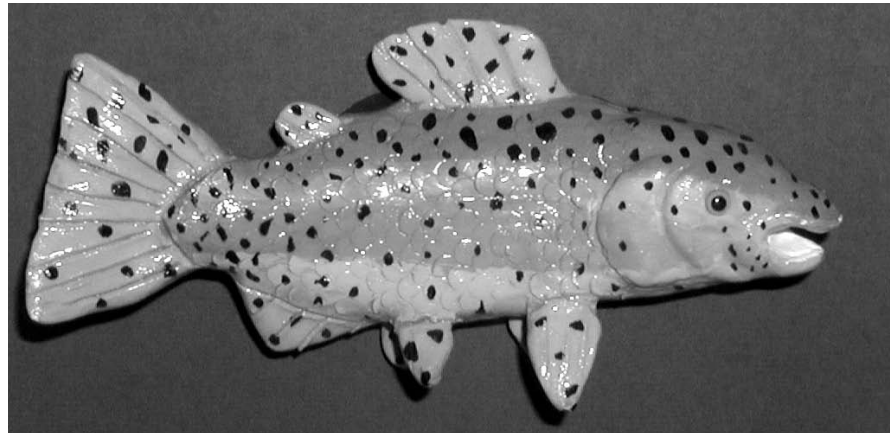
Together we:

- Play word games like *Scrabble Junior*, *Word Bingo*, and *Boggle*.
- Make word cards for the words the child uses a lot in writing. Would your story make more sense in a different order?

How can I help my child begin to revise and edit?

Together we:

- Read my child's writing out loud, and ask these questions: Are there any words that you need help spelling? Does your writing make sense? Can my story be in a better order? etc.
- Use simple picture dictionaries and junior dictionaries.
- Search for words to add descriptions or detail.



Grade Two Oral Language

A Poetry Books:

- Pizza the Size of the Sun
poems by Jack Prelutsky
-

The student will listen and speak for various reasons.

How can I help my child participate in group discussions?

Together we:

- Use meal times for discussion and encourage all family members to participate. Ask questions like “What do you think?”
- Talk about special events or family celebrations.
- Listen and offer polite responses.

How can I help my child give and follow 3-4 step directions?

Together we:

- Learn to set the table correctly. First, put the fork on the left side of the plate. Next, put the knife on the right side of the plate, and then put the spoon beside the knife.
- Play commercial games such as *Guess Who?*, *Chutes and Ladders*, and *Sorry*.
- Explain how to do a task such as baiting a hook, caring for a pet, or planting a seed.

How can I help my child speak to describe and explain?

Together we:

- Talk about experiences like weekly sport practices or games, birthday parties, and special school events. We evaluate the experience by discussing what my child liked or disliked.
- Look around the house to find many different shapes. When we find them we describe them. This is a clock and it is round. There is a picture frame and it is square.
- Each take a sheet of aluminum foil and shape it into an object (animal, piece of jewelry, etc..) then describe what we made and its use.



Helpful Hints

Provide long periods of time that are T.V. free.

How can I help my child ask important questions?

Together we:

- Read stories and ask “What will happen next?” “Why do you think that?”
- Ask questions about pictures in the newspaper.
- Discuss the news we see on T.V.

How can I help my child expand speaking vocabulary?

Together we:

- Include the family in games which provide enjoyment and teach social skills. Some examples are taking turns, explaining rules to another player, and congratulating the winner.
- Look for opportunities to learn “left and right” by using those terms in our speech. For instance, I’ll tell my child to use his/her left hand to touch his/her nose.
- Tell jokes and riddles for enjoyment.
- Give directions to a friend’s house or a familiar, near-by location. I can also ask my child to explain how to get from his/her bedroom to the kitchen or to some location in the house.

How can I help my child create oral stories to share with others?

Together we:

- Entertain the family with simple plays, puppet shows or stories.
- Make up stories. I start by saying something like, “I’m going to the store.” My child adds, “I am going to drive my new car.” The story continues with us taking turns adding details.
- Call a grandparent or a friend and tell about something exciting or important that has happened.

If English is not your home language...

Interview a family member and create a family book, all in your home language.

Grade Two Reading

Books in a Series:

- Frog and Toad by Arnold Lobel
 - Henry and Mudge by Cynthia Rylant
 - Nate the Great by Marjorie Sharmat
-

Reading Comprehension: The student will understand what is read.

How can I help my child retell stories in sequence?

Together we:

- Read comic strips. Before reading I can cut out the frames from a favorite comic strip and mix them up. Then I ask my child to put them back together in sequence and retell the events in order.
- Act out story events in the order they happen. We can take turns playing the part of different characters.
- Tell and retell family stories.
- Use transition words such as *first*, *next*, and *finally* while retelling a story.

How can I help my child relate stories to personal experiences and to other stories?

Together we:

- Notice where and when the story takes place and discuss similar settings you know or have read about.
- Make predictions about what may happen in a story based on something that happened to us or a character we know from another book.

How can I help my child read for understanding in non-fiction texts?

Together we:

- Visit the library and bookstore. We notice how books are organized, and we help each other to find books on different topics.
- Read the pictures and captions in print material that interest my child, but are too hard for him/her to read independently.
- Read short, non-fiction articles from children's magazines, or sections from non-fiction books.
- Share what we already know about the topic before reading about it.
- Stop often to comment on what we're learning, ask questions, and predict what else we'll learn.
- Talk about some interesting things we learned and enjoyed. Sometimes we draw, write, perform, or make something, to show and share what we have learned.

How can I help my child identify the main idea of a story?

Together we:

- Share what we think the author wants us, the readers, to think about or learn from the story.
- Read fables and decide the "moral of the story" before it is given.
- Talk about the "big ideas" in the story.

“There is more treasure in books than in all the pirate’s loot on Treasure Island.”

-Walt Disney

How can I help my child read and follow directions?

Together we:

- Prepare food by reading and following directions from simple recipes.
- Read and follow signs in our environment that give directions, warnings or information.
- Play board games and card games of all kinds. We read the directions to new games, and look up the rules when there is a dispute.

How can I help my child use expression in oral reading?

Together we:

- Enjoy reading aloud, with expression.
- Take turns reading character parts with expressive voices and the attitudes to match the situation.
- Pay special attention to ending punctuation. We stop at the period (.); show excitement where there is an exclamation mark (!); and raise the pitch of our voice when there is a question mark (?).

Reading Decoding/Phonics: The student will continue to use a variety of strategies to read unknown words.

How can I help my child build sight vocabulary?

Together we:

- Read and reread many books that my child can almost read independently.
- Remind each other where we’ve seen a certain word before.
- Practice reading our weekly spelling words from school.

How can I help my child practice reading to build confidence?

Together we:

- Read to others whenever we get the chance. My child might read to younger children.
- Carefully read along with books and recordings on tape, compact disk, or computer.
- Establish a routine for reading that ensures daily practice.
- Find a special place (box or shelf) to keep books we love and want to keep or reread.

GRADE TWO

Grade Two Reading

Websites

[www.kid-source.com/
kidsource/
content/learn-
math_index.
html](http://www.kid-source.com/kidsource/content/learn-math_index.html)

How can I help my child use prefixes, suffixes, and word roots to decode words?

Together we:

- Talk about the meaning of a prefix, like re — which means “to do again.” Then we’ll list all the words we can make adding the prefix. We tell each other which “re” words we like the most and the least. For example, I like to reread, but not rewash.
- Play word games like Boggle and Junior Scrabble. I show my child how to add beginnings and endings to words to make new words.
- Stop when we’re stuck on a word and try to find the root word so we can try again to figure it out. For example, in the word “unstoppable” the root word is “stop,” the prefix is “un,” and the suffix is “able.”

How can I help my child use sentence, story meaning strategies and phonics to decode words?

Together we:

- Read aloud to each other. I ask my child if the sentence makes sense when he or she reads a word incorrectly.
- Look at the picture on the page for clues.
- Look at the first letter of the word we are stuck on.
- Check to carefully decode a word we’re having trouble reading, based on what it looks like and the parts we recognize or know how to sound out.
- Try to figure out difficult words. I ask my child, “Does that sound right?” when he or she reads a word incorrectly.
- Substitute a word that makes sense for the word we’re stuck on. Then we think about the story and ask each other if the word we’re using makes sense. Does it look right? Does it sound right?

How can I help my child use contractions and compound words?

Together we:

- Learn about contractions; examples are, can’t = cannot, won’t = will not.
- Play contraction match-up. We find about five contractions in our reading. Then, using 10 small rectangles of paper or index cards, we make the word cards for our game. We write the contraction on one card and the two separate words that make up the contraction on the other. We lay all the cards face down then take turns turning over two different cards. When a player turns over the contraction card and its matching words card, she or he gets to keep the cards, and take another turn. At the end, the player with the most cards at the end wins!
- Find pictures of compound words like football, snowball, etc.
- Draw and label silly pictures to help us remember compound words. What pictures would you draw for: football, handmade, houseboat, underwear, etc...?

Websites
www.aplus-math.com/

The student will know essential mathematics.

How can I help my child add and subtract to a sum of 100?

Together we:

- Practice addition and subtraction problems orally and in writing.
 Example: $21 + 13 = \underline{\quad}$. Challenge: $29 + 36 = \underline{\quad}$.
- Practice saying addition and subtraction facts quickly.
 Example: $7 + 3 = 10$, $10 - 7 = 3$ etc.

How can I help my child read and write simple fractions?

Together we:

- Talk about a “whole” divided into 2, 3, or 4 parts with one part of each whole equal to $\frac{1}{2}$, $\frac{1}{3}$, or $\frac{1}{4}$. (Pizza works well for this activity).
- Read a recipe and discuss the fractions in it. “How many $\frac{1}{3}$ cups of flour would we need to get 1 cup of flour?”



How can I help my child use manipulatives to compare $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{1}{3}$?

Together we:

- Decide which would give us more pizza, $\frac{1}{2}$ or $\frac{1}{3}$?
- Fold three paper circles or squares, then cut each one into 2, 3, and 4 equal pieces. We can use paper plates, coffee filters, or paper towel squares. Compare sizes.

How can I help my child measure with feet, yards, and meters?

Together we:

- Use a ruler, a yardstick, and a meter stick (or tape measure) to measure household objects.
- Determine which of the above “tools” is appropriate for a variety of objects. For example, “Would it be easier to measure the kitchen floor with a 12-inch ruler, or a meter stick?”

GRADE TWO

Grade Two Math

Book Choices:

- Fraction Action
by Loreen Leedy
 - Pancakes! by Eric Carle
 - Shapes, Shapes, Shapes, Shapes
by Tana Hoban
 - The Greedy Triangle by Marilyn Burns
 - Counting on Frank by Rod Clement
-

How can I help my child continue number patterns to 100 (by 5's, by 10's, etc.)?

Together we:

- Count number patterns aloud, sometimes starting with different numbers (i.e., 12, 17, 22..., or 23, 33, 43...).
- Make a game out of doubling, tripling, and quadrupling small numbers.
- Count by certain intervals. For example, start at 0 and count by 5's.



How can I help my child demonstrate symmetry by completing the mirror image of a pattern block design?

Together we:

- Use pattern block shapes or legos to build symmetrical designs. These would be designs that are balanced so they are exactly the same on each side.

How can I help my child write number sentences to solve problems ($8 + 7 = 15$)?

Together we:

- Write down an addition or subtraction equation and then think of a story to go with it. Example: $11 - 6 = 5$. If I have 11 sheets of paper and I write on 6 of them how many blank papers are left?

How can I help my child compare and describe similar geometric shapes as larger, smaller, or the same?

Together we:

- Look for geometric shapes in household objects and compare sizes (i.e., “How does the top of the dining room table compare to the top of the coffee table in the living room?”)
- Look for shapes in the grocery store and ask questions. Find shapes that stack easily. Why can you stack them? How many cones can you find? Which shapes take up a lot of space?
- Compare what is the same and different about a golf ball, tennis ball and basketball.

Helpful Hints

Praise your child. At the same time remember to give constructive criticism.

How can I help my child collect, record, organize, display, and explain data?

Together we:

- Collect many rocks. Sort them into piles using some characteristic (smooth, rough, dark, light, etc.), then describe the differences in the piles.
- Organize a home treasure hunt. Some items to look for are: buttons, screws, coins, old keys, pens, pencils. Sort and classify the treasures. How are they alike? How are they different?

The student will use math knowledge for problem solving.

How can I help my child develop and apply strategies to solve a variety of problems?

Together we:

- Work on and discuss math homework.
- Identify the actual value of the digit in each place of a 3-digit number:
679 is $600 + 70 + 9$.
- Play a card game. Take out all the face cards and each choose 3 cards. Arrange the cards to make the largest number. The player who makes the largest number gets a point.

How can I help my child explain why a prediction, estimation, or solution is reasonable?

Together we:

- Make up number stories involving estimation. Pretend you have \$3.00 and want to buy a pencil marked 65 cents, a notebook marked 99 cents, and an eraser marked 31 cents. Estimate the total to determine if \$3.00 is enough money to buy all three.
 - Shop for a bag of apples. Guess if the weight will be more or less than 1 pound. Weigh the bag to find out the correct weight.
 - Decide which container to use when storing leftover food. Decide if the container was too big, too small or just right.

If English is not your home language...

Encourage your child to converse with you in your home language.