

PARENTS GUIDE TO
SECOND GRADE
INSTRUCTION



DoDEA Office of Communications

dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

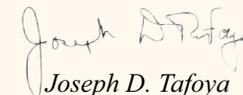
Message from the Director

Dear Parents:

The Department of Defense Education Activity (DoDEA) is committed to providing the highest quality of education to its students. One way to provide a quality education is with an effective curriculum that reflects high standards and expectations. Thus, DoDEA has developed rigorous content standards aligned with national guidelines and standards. But even the most rigorous standards cannot make schools and students successful without the support of parents.

This booklet is designed to inform you, our parents, of DoDEA's expectations for students in the four major curriculum areas—English/reading/language arts, mathematics, science, and social studies—at the second grade level. These expectations are aligned with the second grade curriculum that is used by the classroom teacher for daily instruction. (To view the complete standards please log on to the DoDEA website, www.odedodea.edu.) This booklet provides examples of what your child is learning in the classroom, and what he should know and be able to accomplish upon exiting second grade. In addition, it provides suggestions and tips on how you can help him at home.

I hope this publication is informative and assists you with understanding DoDEA's educational goals for your child in second grade. Working together, we can ensure his success and start him down the path to life-long learning.



Joseph D. Tafoya
Director

Secretary of Defense
Honorable Donald H. Rumsfeld

Under Secretary of Defense,
Personnel and Readiness
Honorable David S. C. Chu

Assistant Secretary of Defense,
Force Management Policy
Honorable Charles S. Abell

Deputy Assistant Secretary of Defense,
Military Community and Family Policy
Mr. John M. Molino

Director, Department of Defense
Education Activity
Dr. Joseph D. Tafoya

SECOND GRADE



How to Help Your Child in Second Grade

As your child moves from first grade to second grade, he will display more independence in his learning patterns. Based on national standards and research on how children learn, the Department of Defense Education Activity (DoDEA) has developed clear expectations, or *standards* to guide classroom instruction at each grade level. This booklet reflects some of DoDEA's standards for the major academic areas in the second grade. For a complete copy of the DoDEA standards, please refer to DoDEA's website, www.odedodea.edu.

DoDEA's standards reflect learning expectations for a second grade student. Because of learning styles and differences, we know that not all children reach the same expectations at the same time. If you are unsure or worried about your child's educational progress, please discuss it with his classroom teacher. DoDEA believes that all children can learn if parents and schools work together.

Your child will enter the second grade eager to please and share his work with family and friends. He will be interested in learning, wanting to discover how things work. He will make significant leaps in reading, writing, and math skills, and his knowledge base in the areas of science, social studies, and technology will involve more complex concepts and thinking. As your child develops and progresses in school, he will show his understanding by using new vocabulary, orally and in writing.

This will be an exciting year of learning for your child. DoDEA is ready to partner with you in making your child's second grade year successful. Some things you can do at home are:

Take Time

Your child will seek your attention and want your help to make his school life successful. The more interest

you show in your child's learning, the more motivated and positive he will be towards school and homework. He will learn how to relate his learning to the real world by following your examples. Together, you and your child can take the knowledge he learns at school and apply it in the home setting.

Talk Together

Your child is a unique individual who has important things to share with you about his school day. Set aside a time each day for your child to talk about his daily experiences. Daily conversations will not only help improve your child's vocabulary, self-expression, and self-esteem, but it will also show him how special he is in your life. Research indicates that "Language plays a central role in learning, and the success of children in school depends to a very large degree on their ability to speak and listen." (*Speaking and Listening*, the National Center on Education and the Economy, and the University of Pittsburgh, 2001)

Encourage Creativity

Second graders tend to view life in black and white terms, becoming more interested in "real" activities than engaging in fantasy. They become less dependent on their imaginations and try to make sense of their world by becoming interested in the rules, rituals, and routines that govern their lives.

Creativity is the substance of discovery. Creativity comes from brainstorming different solutions to the numerous issues we encounter each day. Have a writing tablet close at hand and jot down ideas that your child brings to your discussions. Later, help him develop these ideas through drawing, writing, or role-playing activities. Your child will become more creative if you encourage him to "think outside the box." Help him break new ground by creating exciting, challenging experiences where he can tap his creative intelligence.

Read Together

Your child must continue to read *a lot* - a book or several chapters of a book each day. Although he should now have the skills to read independently, he will still benefit from hearing good books and stories read aloud to him. It is important to model the daily habit of reading (e.g., a newspaper, a book, a magazine) for your child.

Set the Environment for Learning

To help your child reach DoDEA's standards or expectations for second grade, it is most important that you review his work on a daily basis. Ask him to tell you about his work and the process that he used to complete it. It is important that your child feels success, but remember that learning from one's mistakes is a part of life. He will learn by working through his errors. Motivation comes from within, so guide your child in seeing the importance of reinforcing learning.

Set aside a quiet time each day for your child to work on reading or completing homework. Find a place in your home where he will be free from distractions. Use a kitchen timer to set a work period, a short break, and then a completion period for the work. If your child seems overwhelmed, **talk with his classroom teacher**. Homework is meant to reinforce learning, so you want the time spent on it to be stimulating, not frustrating, for your child.

READING and LANGUAGE ARTS

Reading

Students link sounds to letters or letter clusters in reading.

Students will go beyond just using skills to hear and say separate sounds in words to using patterns to decode words. Students will look for beginning, middle, or end similarities and differences to identify letter-sound relationships.

You can help by having your child:

- Read a book and point out regularly spelled one- and two-syllable words.
- Recognize or decode common irregularly spelled words (e.g., mice, geese, know, they).
- Read words with vowel sounds spelled various ways (e.g., long e: *e* as in *he*; *ea* as in *sea*; *ee* as in *bee*).
- Read words with controlled vowel sounds (e.g., *ar* as in *tar*; *er* as in *her*).
- Read words with common endings (e.g., have him point out words in a book that end with *ing* - *working*, *playing*, *cooking*).

Students understand the plot and character development from a reading and retain the information over several days.

Students will use higher-level abstract thinking skills such as interpretation, comparison, and evaluation to understand the differences in plot and character development. Most second grade reading is completed silently and independently except when read aloud for emphasis or interest.

You can help by having your child:

- Read unfamiliar books and recognize most of the words.
- Use a tone of voice, pauses, and emphasis to better understand what he's reading (e.g., help him understand how the author used language to develop the characters).
- Use punctuation - including commas, periods, question marks and quotation marks - to determine the meaning of a passage.
- Search for clues within the text that can help him understand the meaning (e.g., ask him questions from a book he's read that make him search for the answers).
- Look at the relationship between the beginning and ending parts of a passage to figure out how they make sense together.
- Combine information from two different parts of a story to make sense (e.g., match the title with an illustration).
- Understand cause-and-effect relationships that are suggested in the text.
- Discuss how, why, and what-if questions about non-fiction texts.



Students read more complex material and learn to read across academic areas such as social studies, science, and math.

Students will read books that have several chapters, and will use their reading skills across other academic areas during the school day.

You can help by having your child:

- Read one or two short books every day.
- Read multiple books by the same author and then compare the books.
- Reread favorite books to gain deeper comprehension of the text and the author's style.
- Read informational writings (e.g., directions to games, instructions for video games).
- Read his own writing and the writing of his classmates.
- Read announcements, labels, instructions, menus, and invitations.
- Listen to "worthwhile" readings (e.g., classic children's literature) and then use the language in conversations with you.
- Paraphrase or summarize what another speaker has said.
- Use questioning techniques that allow him to politely correct or challenge ideas that differ from his own ideas.
- Talk about the meaning of some new words found in his readings.
- Learn strategies for making sense of new words in a passage (e.g., read the entire sentence to help him figure out the meaning of the word).
- Improve his vocabulary by using new words that he's encountered in his daily readings.

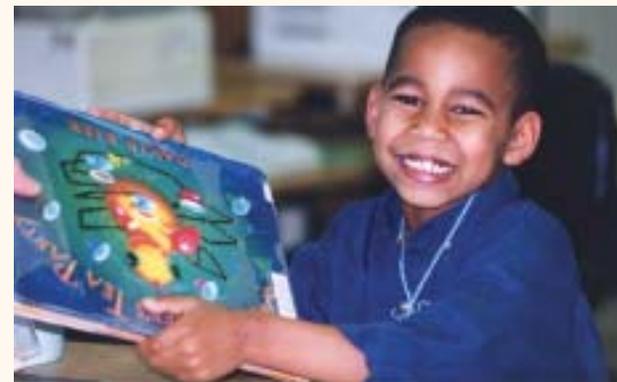
Writing

Students use specific criteria to decide what to write about - what is important to them, what they know something about, what will yield a good product, and what will reach their audience.

Students will write longer and more detailed sentences at this level. They will decide what to write about and revise their own writing. They will write for a variety of purposes and audiences.

You can help by having your child:

- Write on a daily basis.
- Come up with his own topics when writing (e.g., have your child make his own book by writing and drawing pictures). [There are some excellent computer programs that will assist your child in writing and drawing stories, including "Paint on Windows," "Kids Pics," "Word on Windows," and "Children's Publishing."]
- Reread, revise, edit, and proofread his own work.
- Evaluate the quality of his written work.



Students learn to write as a way to communicate with others and as a way to demonstrate understanding of a topic.

Students will explore different kinds of writing including literature, narrative reports, and informational writing.

You can help by having your child:

- Use language in writing that does not sound like everyday speech (e.g., "Slowly, slowly he turned around.").
- Create settings, characters, and moods that are believable.
- Learn to tell not only what happened to a character but also what the character wondered, remembered, and hoped.
- Write in first and third person (e.g., write "real" stories such as a story about a family trip to the zoo in first person - "We went to the zoo on Saturday and I saw lots of animals," and make-believe stories with make-believe characters in third person - "Franklin wanted his dad to take him to the baseball game.").
- Use exchanges between people effectively (e.g., have story characters have a "life-like" conversation).
- Demonstrate organizational skills to communicate facts and details correctly (e.g., put things that happen in a story in the correct order).
- Use charts, illustrations, and diagrams to show understanding.
- Provide enough details and information for a reader to follow the actions in a story.
- Write variations on stories that he's read, telling the story from a new point of view, substituting a new setting, changing important characters, or rewriting the ending of the story.

- Write stories on the computer, and work with him on editing his work.
- Make connections between what he writes and his own life.
- Ask questions that will encourage him to expand upon a story (e.g., "What do you think she did before she went to bed?" or "Do you think he was happy or sad when his friend moved away?").



Students develop fluency as writers.

Students will produce longer and more detailed written texts. Some echo how they talk while others show an awareness of literary style. Students will correctly use periods, capital letters, quotation marks, and exclamation points more frequently.

You can help by having your child:

- Practice using connecting words and phrases (e.g., *but, and*).
- Learn to vary sentence patterns and length in writing.

- Use words from his speaking vocabulary, as well as words gained from reading and class discussions, in his writing.
- Use words that communicate the intended meaning (e.g., *screamed* instead of *said*).
- Extend his writing vocabulary by using special words related to the topic or setting (e.g., the names of different kinds of trees - such as oak and maple - when writing about a forest).
- Apply spelling strategies to spell unfamiliar words (e.g., use rhymes such as "i before e except after c...").
- Use correct verb tenses and plurals (e.g., he *does*, they *do*; mouse - *mice*).
- Use capital letters and correct punctuation when writing.
- Edit his written work for spelling and punctuation errors (e.g., have him circle words that he thinks may be spelled incorrectly. Have him try to write the word three different ways. Then discuss the correct spelling with him, and give him the opportunity to correct his work.).
- Write in a daily journal to expand on his thoughts and ideas.



Arithmetic and Number Concepts

Students demonstrate understanding of arithmetic and number concepts.

Students will learn strategies that will help them use numbers to solve addition and subtraction problems, work with simple fractions, and understand place value of ones, tens, and hundreds.

You can help by having your child:

- Add whole numbers.
- Subtract whole numbers.
- Look at a real problem and decide whether to add or subtract.
- Compute answers mentally (e.g., when driving in a car, give him an example of addition and subtraction problems to complete without paper and pencil).
- Use estimations when appropriate (e.g., ask him questions such as "Which group of tens is closer to 33, 30 or 40?").
- Use drawings or models such as pies or pizzas to show simple fractions (e.g., $1/4$, $1/3$, $1/2$).
- Add and subtract money amounts (e.g., have him count the change when you are at a store).
- Sort numbers by their properties (e.g., odd, even, multiple of ten).

Geometry and Measurement Concepts

Students learn about geometry and measurement concepts.

Students will learn to recognize and compare shapes, and to understand measurement and time concepts within their environment. Students will use concepts of basic geometry concepts when identifying and exploring the relative place and direction of two-and three-dimensional shapes.

You can help by having your child:

- Recognize, name, build, draw, describe, compare, and sort two-and three-dimensional shapes such as squares, rectangles, circles, ovals, triangles, hexagons, trapezoids, spheres, cones, cubes, and cylinders (e.g., cut out different shapes and make pictures. Talk about the names and characteristics of the shapes as you work.).
- Locate and identify geometric shapes in his world (e.g., windows, doors, chalkboards, clocks, and bookcases).
- Describe, name, interpret, and apply ideas of relative position in space such as north/south and east/west (e.g., discuss the city where you live in relationship to other cities).
- Describe, name, interpret, and apply ideas of direction such as left, right, front, and back.
- Locate and name positions on graph paper, maps, or games such as "Battleship."
- Measure, estimate, and compare by size, length, perimeter, weight, and volume using a variety of measurement devices (e.g., inch, foot, yard, centimeter, meter, cup, pint, quart, liter, gram, and pound).
- Tell time by five minutes, quarter hour, half-hour, and hour using analog and digital clocks. (If possible, place an analog clock in his bedroom at eye level for him to use.)
- Use a calendar to identify and sequence the days of the week and months of the year (e.g., birthdays, return date for a parent who is deployed, the date of a grandparent's visit).
- Use a thermometer to measure in Fahrenheit degrees (e.g., have him use an outside thermometer to keep track of the daily temperature).

Functions and Algebra Concepts**Students learn to use function and algebra concepts.**

Students will develop algebra concepts by exploring patterns and pattern relationships. Problem-solving skills develop as children learn to use number patterns to add or subtract.

You can help by having your child:

- Recognize, repeat, and record a pattern of two or three variables using symbols and concrete objects [e.g., using cans, show the pattern of recycling two more cans each day of a week starting with recycling three cans on Monday - $3(M)+2=5(T)$; $5(T)+2=7(W)$].
- Create, recognize, and duplicate patterns in words, songs, and rhythms.
- Use and apply patterns to solve problems (e.g., use manipulatives to solve this type of pattern problem: Tim had 20 seashells to fill a display box. After filling the first row of his display box, he had 17 shells left. After the second row, he had 14 left, and after the third row he had 11 shells left. If he continues this pattern, how many shells will he have left after filling the fourth row? - 8).
- Solve simple number sentences with a missing number (e.g., $5 + \underline{\quad} = 10$; $\underline{\quad} + 6 = 11$; $4 + 8 = \underline{\quad}$).



Statistics and Probability Concepts

Students learn the basics of statistics and probability concepts.

Students will learn about statistics and probability, i.e., the likelihood of a specific event. Their experiences will include thinking about predictions and asking new questions that require exploring the possibility of something happening. Children will learn to report the results of their findings on charts and graphs.

You can help by having your child:

- Collect and record probability data using simple tallies, lists, charts, and graphs (e.g., have him write his name as many times as he can in one minute, and display the results on a chart or bar graph. Next, have him ask two other people to write their names as fast as they can in one minute. Help him draw conclusions about the length of a person's name and the number of times it can be written in one minute's time.).
- Display individual data on simple graphs to show results.
- Interpret and compare data from a chart or graph (e.g., have him compare the number of players on different sports teams using a table or chart).
- Participate in activities of chance, making predictions based on the findings.
- Model the possible combinations of two objects from two sets (e.g., make a 2-inch x 3-inch matrix putting "blue shorts" and "black shorts" down one side, and "green shirt," "red shirt," and "yellow shirt" across the top. Help him use the matrix to find out how many different ways he can wear these outfits.).

Problem Solving and Mathematical Reasoning

Children solve mathematical problems using reasoning and problem solving skills.

Children will use basic mathematical concepts to develop and carry out a solution to a mathematical problem.

You can help by having your child:

- Identify relevant information in a mathematical problem (e.g., eliminate information that is not needed to solve the problem).
- Write number sentences to solve real problems (e.g., together, make up sample "problems" and number sentences: If you eat 22 pretzels from a bag of 64 pretzels, leaving 42 pretzels in the bag, the number sentence would be: $64 - 22 = 42$).
- Describe in words the mathematical problem he's solving.
- Select appropriate strategies for solving mathematical problems (e.g., guessing and checking, drawing a picture, looking for patterns, classifying sets, and estimating).
- Share the approach to solving a mathematical problem with another person.



- Compare the selected strategy in solving a mathematical problem with others (e.g., discuss the strategies that could be used to solve this number pattern: If you have 30 macaroni shells, and 29 are left after day one, 26 are left after day two, and 21 are left after day three, how many will be left after day four? - $30-29=1$; $29-26=3$; $26-21=5$; $21-14=7$).
- Use a computer and calculator to solve mathematical problems.
- Carry out the decision selected to solve the mathematical problems.
- Present the solution to the problem, either orally or in writing.

Mathematical Skills and Tools

Students learn to use basic mathematical skills.

Students will apply mathematical skills to solve problems using a variety of tools such as hands-on activities, paper and pencils, calculators, and computers.

You can help by having your child learn:

- Use real objects to compare quantity with appropriate symbols (e.g., equal to, greater than, and less than).
- Read and write numbers 0-1000, and identify place value for each digit (e.g., $1000 =$ one group of thousands, no groups of hundreds, no groups of tens, and no groups of ones).
- Count by 1's, 2's, 5's, 10's, and 20's to 100.
- Know basic addition and subtraction facts with sums to 18. [Note - The following games all build number "comfort" and skills: lotto, bingo, dominoes, hopscotch, Crazy Eights, Parcheesi, Fish, War, beanbag throws, darts, Uncle Wiggly, and Candy Land.]

- Create and solve simple story problems using addition and subtraction concepts.
- Add or subtract two digit numbers (e.g., $21 + 44 = \underline{\quad}$, or $44 - 32 = \underline{\quad}$).
- Use symbols (e.g., =, -, +, \$) and decimal points within mathematical problems.
- Compute mathematical problems using paper and pencil, mental computation, and calculators.



Mathematical Communication

Students learn to communicate using the language of mathematics.

Students will use reading, writing, listening, and speaking to share mathematical ideas and to explain or support solutions to mathematical problems.

You can help by having your child:

- Use mathematical terms, vocabulary, and language.
- Express a mathematical idea in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, diagrams, and models (e.g., write or draw a solution to a problem using the correct symbols).
- Explain and support a mathematical solution to a problem by using oral, pictorial, and written demonstrations.
- Communicate mathematical ideas to others (e.g., tell a math story and have another person solve the problem).
- Tell how mathematics is used in his life.



Inquiry Skills

Students conduct investigations using the processes of scientific inquiry.

Students will use a broad range of inquiry skills to understand their natural world. They will learn to make more detailed observations and conclusions, and use unusual or unexpected data to help them validate information.

You can help by having your child:

- Gather scientific information from a variety of reliable sources (e.g., if he likes dinosaurs, discuss dinosaurs, read dinosaur books, construct dinosaur models, and visit museums to see dinosaur fossil displays).
- Design and conduct investigations.
- Select and use the appropriate tools to collect and record data and observations (e.g., use a magnifying glass to look at bugs or leaves, a telescope to view the constellations, a microscope to study blood, graphs and charts to record real problems).
- Ask questions about the data that has been collected, and then report his observations and predictions using scientific words.
- Learn to use graphs to explain scientific information.
- Build models to explain scientific learning (e.g., build a Lego model of a windmill).
- Describe procedures and results of his observations and investigations orally and in writing.
- Summarize the data, and state a conclusion orally and in writing.

Physical Science

Students identify the properties of objects and materials.

Students will learn about the different states of matter and how to classify objects according to their physical characteristics. Their knowledge of the physical world will be gained through investigations with rocks and soil, and through activities with light and magnetism.

You can help by having your child:

- Conduct experiments that demonstrate the three states of matter (e.g., conduct an experiment with water to show the three states of matter, liquid/solid/gas: melt ice - a solid, to get water - a liquid, and then boil it to get steam - a gas).
- Develop classification systems to sort objects based on physical characteristics (e.g., use a variety of objects and compare the following characteristics: buoyancy, shine, hardness, and flexibility).
- Explore motion of objects by moving objects of different sizes and weights (e.g., use a variety of sizes of toy cars to explore how size and weight affect their movement).



- Record and describe the directional paths of objects (e.g., circular, straight, zigzag, high/low).
- Explore ways to produce different speeds to produce different sounds (e.g., a fan on low, medium, and high speeds).
- Compare techniques and forces needed for moving objects.
- Investigate magnetic attraction in relationship to a magnet's poles.
- Investigate and record the temperatures of different objects and places in the environment.
- Investigate and describe how light is reflected.

Life Science

Students study the characteristics and life cycles of organisms (i.e., living things), and how they adapt in different environments.

Living things grow, change, and reproduce. Students will group plants and animals based on unique characteristics, and will examine how living things develop systems to protect themselves and adapt to their environments.

You can help by having your child:

- Identify unique characteristics of organisms, including both plants and animals.
- Describe how an organism finds food, water, and shelter in its environment.
- Identify the life cycles of different organisms (e.g., observe the life cycles of tadpoles/frogs or caterpillars/butterflies).
- Investigate how living organisms adapt for self-protection (e.g., look for insects such as grasshoppers or animals such as polar bears that use coloration or protective coverings to blend in with nature).

- Identify how animals and plants are especially suited to certain environments (e.g., read and discuss a book on rainforests, jungles, and deserts to compare the different plants and animals that live in these environments).



Earth and Space Science

Students learn to identify the properties of Earth, and describe changes in the earth and sky.

Students will explore the physical world around them and describe the changes over time. They will observe weather and seasonal changes, and describe how these affect the lives of living things.

You can help by having your child:

- Classify rocks and soils using characteristics that are observable (e.g., have him start a rock collection).
- Encourage him to read books to help identify and classify his collection by color, size, and texture.
- When traveling, collect rocks that are particular to that area and add them to his collection.

- Investigate different rock samples that contain fossils and compare them to living organisms (e.g., using a fossil, compare it to a similar animal/fish/plant that is alive today).
- Describe ways the earth is constantly changing (e.g., go on a family outing and discuss how weathering and erosion can affect the family's favorite outdoor recreational areas, such as a favorite beach becoming narrower).
- Observe and record weather changes in the local environment (e.g., draw and color simple maps of the school property that show all the different surface coverings, such as grass playing fields, hardtop playgrounds, and sidewalks. Identify the effects of any erosion or weathering on the school environment.).
- Observe and record the phases of the moon through several months (e.g., each night before he goes to bed, have him observe the phase of the moon and then draw it on a chart beside his bed. After each month of recording, discuss the chart with him and compare it to the other months.).

Science and Technology

Students identify simple technologies and demonstrate inquiry abilities in technology design.

Students will explore how simple technological tools assist them in classroom and home settings. Using the information on how technology supports people, students will identify a problem in their immediate environment and then propose and implement a solution.

You can help by having your child:

- Explore specific technologies that help people work efficiently (e.g., feeding and milking cows, growing and harvesting crops, getting products to market).
- Examine commonly used tools or toys, and explain how they work.
- Identify a problem in his immediate environment (e.g., jobs not being done around the house) and propose a possible solution using a technological tool (e.g., use a computer to make a chart listing every family member's responsibilities).
- Implement a proposed solution to the problem and evaluate the results (e.g., make a job chart and see if that helps to get the jobs done).
- Communicate methods and solutions orally, in writing, or in pictures.

Science in Personal and Social Perspectives

Students practice safety in science activities, practice conservation of resources, and understand how humans interact with the environment.

Students will practice safety when conducting scientific investigations. They will describe changes and characteristics in a population, identify types of resources, and describe how environments change.

You can help by having your child:

- Practice safety when he's involved in scientific activities.
- Identify where important resources are located (e.g., water, forests).

- Practice conservation strategies for using resources at school and home (e.g., have him practice the recycling of bottles, paper, and cans. Encourage him to recycle outside the home environment.).
- Find new ways to reuse materials (e.g., have him use items such as milk cartons or old film canisters to make something useful or fun).
- Observe and discuss why changes occur in the indoor and outdoor school environment (e.g., discuss with him how littering the streets or playground can affect him and his friends.).
- Explain how students can have an effect on the environment (e.g., by picking up trash, planting flowers, building feeders for birds).



SOCIAL STUDIES

Citizenship

Students study the ideals, principles, and practices of citizenship in a democratic republic.

Students will learn vocabulary as it relates to citizenship and the neighborhood. They will learn the concepts of self-control, fairness, and leadership.

You can help by having your child:

- Identify, describe, and display characteristics of good citizenship.
- Define his role as a member of a group (e.g., identify different conflicts he may face when he works in groups at home and at school, and how to resolve these conflicts).
- Explain actions citizens can take to influence policy (e.g., the American Society for the Prevention of Cruelty to Animals works to protect animals).

Culture

Students study cultures and cultural diversity.

Students will explore the influence of language, art, music, and cultural elements on the way people live.

You can help by having your child:

- Tell how communities are alike and what makes them unique.
- Describe the customs of specific holiday celebrations and cultures (e.g., giving gifts at Christmas and Three Kings Day, lighting candles at Hanukkah, carving ice sculptures in Japan, and breaking pi—atás in Mexico).

SOCIAL STUDIES

- Relate how people from various cultures make contributions to communities (e.g., explore foods from different states and countries).

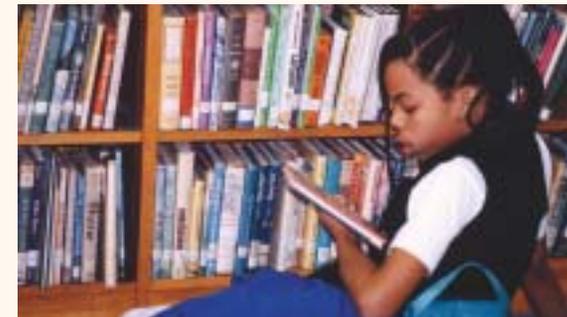
Time, Continuity, and Change

Students study how people view themselves in and over time.

Students will discover how their own family and neighborhood change over time. They will learn about time in relationship to themselves and their neighborhood.

You can help by having your child:

- Tell how communities change to meet the needs of their members (e.g., as more families with children move into a community, more schools and playgrounds will be built).
- Compare and contrast how the various modes of communication and transportation have been developed (e.g., wall/desk telephones, wireless phones, cellular phones; covered wagons, trains, cars, airplanes. Discuss what kinds of communication and transportation your family has used over the years.).
- Keep a calendar and timeline of events (e.g., create a month-long calendar, and mark important dates and events).



Space and Place

Students study their world and where they fit geographically.

Students will use maps to locate familiar places and geographic features, follow routes, and explain movement from place to place. They will learn vocabulary pertaining to geography skills.

You can help by having your child:

- Design and build a map with a key (e.g., use symbols to represent such things as houses, parks, sidewalks, and roads).
- Use globes and maps as sources of information (e.g., to find the different countries and continents where people live).
- Describe how weather and seasonal patterns affect land and living things (e.g., the different kinds of plants and animals that live at the North Pole and the equator; the different kinds of fruits, vegetables, and birds that are found in Minnesota and Florida).
- Locate various cities, states, countries, and continents on a map.
- Use geographical terms to describe land, bodies of water, weather, and climate (e.g., mountains, plains, lakes, oceans, an arctic climate, a temperate climate).



Individual Development and Identity

Students learn about individual development and identity.

Students will recognize that individuals vary in the ways that they contribute to their neighborhoods.

You can help by having your child:

- Recognize that people vary in abilities and talents (e.g., some people are musicians, some are artists, some are builders, some are scientists).
- Recognize the need for personal goals.
- Demonstrate appropriate behavior in a variety of settings (e.g., in a classroom, on a playground).



Individuals, Groups, and Institutions

Students learn about the interaction among individuals, groups, and institutions.

Students will explore how family needs and concerns are addressed within the neighborhood. They will explore different roles of others within the neighborhood.

You can help by having your child:

- Explain an individual's responsibility towards his family and community.
- List ways people depend upon human resources and institutions (e.g., on farmers, airplane pilots; libraries, hospitals).
- Relate social studies content to real experiences (e.g., study the way different products are processed and packaged in order to get to the store and your house).

Production, Distribution, and Consumption

Students learn how people organize for the production, distribution, and consumption of goods and services.

Students will track products and distributors of food, and explain how food items (e.g., corn) get from the farm to the supermarket.

You can help by having your child:

- Define the concepts of cooperation, competition, and conflict as they apply to production, distribution, and consumption of goods and services (e.g., a farmer working with a trucker to get his corn to market; two grocery stores selling tomatoes at different prices; a grocery store not wanting to accept a shipment of bananas because they are too ripe).

- Describe various jobs/careers (e.g., farmer, trucker, baker, store manager).
- Define "goods" (things that people make or grow), "services" (useful things that people do for others), "workers," "income," and "consumers."
- Distinguish between producers (e.g., a vegetable farmer) and consumers (e.g., a father buying corn for dinner).

Power, Authority, and Governance

Students study the structure of power and authority.

Students will learn about the democratic process and evaluate the qualities of leaders. They will recognize that in a democratic government like the United States, citizens vote for governmental representatives to represent them and make decisions.

You can help by having your child:

- Understand the rights and responsibilities of citizens.
- Relate the concept of authority to home, school, and community.
- Describe the need for laws (e.g., laws such as stop signs that protect citizens' safety).



Science, Technology, and Society

Students learn about the relationships among science, technology, and society.

Students will identify important energy resources in their home. They will identify ways to care for and protect natural resources, recognizing that they can make a difference in helping the environment.

You can help by having your child:

- Name energy sources found in homes (e.g., electricity, natural gas) and explain how these energy sources have been developed.
- Identify ways people can conserve and replenish natural resources (e.g., plant new trees).
- Name the ways science and technology have led to changes in the world (e.g., making clothes at factories instead of at home; using a computer for shopping instead of going to the store).

Global Connections

Students learn how they connect and depend upon others in a global society.

Students will recognize that the earth has many countries and that there are many kinds of life on Earth. Students will explore the impact of language, art, music, and cultural elements on global understanding.

You can help by having your child:

- Recognize the impact of individuals in a global society.
- Discuss the traditions and customs that are transmitted within a family or community (e.g., clothing, music, dance, food).
- Identify the responsibilities of a global citizen (e.g., to recognize the need for recycling things such as glass, paper, plastics, and metals, and for saving historical buildings and monuments).



Appendix

Internet Sites for Children

The following links are just some of the Web sites designed for children. Children learn best through hands-on activities and exploring the world around them. Technology supports learning by providing access to information and interactive activities.

Note: While these Web sites were working at the time of publication, the Internet is dynamic and some of these sites may no longer be active. Please review each link before your child uses it.

Reading and Writing Links

Buddy's Bearded Collie Literacy Notebook - <http://www.skyline.net/~scarfone/buddy.htm> - reading and writing activities.

Child Fun - <http://www.childfun.com/themes/letters.shtml> - alphabet games and activities.

Consumer Report - http://www.ifginc.com/Consumer_Reports/LearnToRead.html - *Helping Your Child Learn to Read.*

Java Script - <http://www.billybear4kids.com/games/online/alphabet/abc.htm> - alphabet games.

Magic School Bus - <http://www.scholastic.com/magicschoolbus/home.htm> - activities for children.

Papajan - <http://abc-read.com/write.html> - ABCs of reading.

Pitarra.com - <http://www.pitara.com/talespin/folktales.asp> - children's folktales and stories.

Surf2 School - <http://www.surf2school.net/Upload%20Folder/Grades/2nd%20Grade.html> - Designed like a real school with classrooms, library, playground, and other typical school resources. Student workstation has reference materials, reading activities, study materials, and tests.

United States Department of Education - <http://www.ed.gov/pubs/CompactforReading/> - materials for families to ensure good reading skills in children. Includes 400 activities for K-3 students.

United States Department of Education - <http://www.udel.edu/ETL/RWN/Encourage.html> - reading and writing activities.

University of Florida - <http://web.uflib.ufl.edu/cm/africana/children.htm> - African Children's Literature.

Math Links

Education by Design Kids Activities - <http://www.edbydesign.com/kidsact.html> - online activities for kids, including a Pokemon scrambler, math games, and a place to publish stories, jokes, and poems.

Eisenhower National Clearinghouse - <http://www.enc.org/professional/timesavers/lessonplans/math/0,1544,1%2DCounting,00.shtml> - math activities.

Kids Math Syvum Book - <http://www.syvum.com/math/arithmetic/level1.html> - arithmetic problems and math exercises for kids.

Math Cats Magic Chalkboard - <http://www.mathcats.com/> - math art gallery and lots of interactive math activities, including magic squares, conversions, seasonal surveys, symmetry, tessellations, geometric designs, and games.

Math in the Home - <http://npin.org/library/pre1998/n00109/home.htm> - games and activities at home to explore math.

Math Is Fun - <http://www.mathsisfun.com/> - math games and activities you can play with your child to help him understand numbers and math concepts.

Quia Mathematics Activities - <http://www.quia.com/dir/math/> - activities to practice addition, subtraction, multiplication, division, and rounding.

Saxon Publishers - http://www1.saxonpub.com/tech/online_activities.html - activities in math and phonics.

Teach R Kids Math - <http://www.teachrkids.com/> - math for elementary school kids.

The Activity Idea Place 123 Child - <http://www.geocities.com/Heartland/Acres/8911/index2.html> - activities for art, math, and science.

United States Department of Education - <http://www.ed.gov/pubs/parents/Math/index.html> - *Helping Your Child Learn Math.*

Science Links

About.com The Human Internet - <http://kidscience.miningco.com/msub15.htm> - science/nature for kids.

Canadian Broadcasting Corporation (CBC) - <http://www.cbc4kids.ca/general/time/default.html> - time-related links, including cultural calendars, what happened today in history, information on the millennium, and TV and radio timelines.

Discovery Channel - <http://school.discovery.com/sciencefaircentral/> - many activities and games on science concepts.

Disney Family Page - <http://family.go.com> - activities, learning opportunities, parenting techniques, and more.

Early Childhood Math and Science Activities - http://members.tripod.com/~Patricia_F/mathscience.html - science and math activities for ages 3 to 10.

The Franklin Institute Online - <http://www.fi.edu/tfi/activity/> - science activities for children 5-12 years of age.

Jason's Page of Science Links - <http://horsehoopranch.com/jason/jason.htm> - connects to children's science links with interactive games and activities.

National Geographic.com - <http://www.nationalgeographic.com/kids/index.html> - games, activities, and articles for children.

NASA's Space Science Activities for Students - <http://www.nasa.gov> - space science activities for elementary students.

Online Science Activities for Kids - http://www.exploratorium.edu/learning_studio/index.htm/ - science activities for children.

Science Nature for Kids - <http://kidscience.about.com/cs/theenvironment/> - ask experts tough questions, and have fun and learn about science at the same time with experiments, projects, and games.

The Science Spiders - <http://www.sciencespiders.com/TheScienceSpiders/default.htm> - science books and activities for children ages 3 to 10.

Sesame Street - www.sesameworkshop.org - includes safety tips for kids, family activities, health information, children's education, and parenting tips.

United States Department of Education - <http://www.ed.gov:80/pubs/parents/Science/index.html> - *Helping Your Child Learn Science*.

United States Department of Education - <http://www.ed.gov/pubs/parents/Science/Introduction.html> - ways to help children learn science.

Yahoo - http://www.yahooligans.com/Science_and_Nature/ - links to science websites for kids.

2think.org - <http://www.2think.org/hycls.shtml> - *Helping your Child Learn Science*.

Social Studies links

Early Childhood Social Studies - http://patricia_f.tripod.com/ssmotor.html - large collection of activities to help young children learn about themselves and the world in which they live.

Explorations 4 Kids - <http://www.gomilpitas.com/homeschooling/explore/activism.htm> - a directory of web sites for learning.

Fun Social Studies - <http://www.funsocialstudies.com/> - a child friendly environment for learning social studies, with articles and links primarily aimed at children ages 7 to 12.

National Council for Social Studies and the New York Life Insurance Company - <http://www.americanpresident.org/introduction.htm> - exciting tools and resources to learn about the U.S. presidency.

National Geographic - <http://www.nationalgeographic.com/kids/> - games, contests, articles, and activities.

National Geographic Xpedition - <http://www.nationalgeographic.com/xpeditions/hall/index.html> - an interactive "museum" that takes children on geography journeys.

National History Museum: London - <http://www.nhm.ac.uk/interactive/index.html> - exhibits and activities, as well as research projects, features, and related sites.

The Wagon Train - <http://www.siec.k12.in.us/~west/proj/lincoln/> - a picture gallery, an Internet treasure hunt, and class activities.

United States Department of Education - <http://www.kidsource.com/kidsource/content/history.html> - activities to help children learn history, ages 4 to 11.

Yahooligans - http://www.yahooligans.com/School_Bell/Social_Studies/Mythology_and_Folklore - a mythology and folklore site.

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