

# ***What Your Child Will Learn In***



## ***Family Guide 2009 - 2010***

The purpose of this document is to give families an overview of their child's classroom learning experiences throughout the entire school year.

A child's program may differ depending on his or her instructional needs.

# LANGUAGE ARTS

## Reading/Listening

### Decoding

- ◆ Apply knowledge of the following when attempting to read unknown words:
  - ◆ Long vowel sounds formed by *y* as a vowel as in *by, penny, myself*; vowels in open syllables as in *able, even, idea, open, unit, paper, and potato*
  - ◆ R - controlled vowel sounds, such as in *mother* or *shirt*
  - ◆ Variant consonant sounds (/k/ spelled c, /s/ spelled c, /f/ spelled ph, /j/ spelled g, /n/ spelled kn, /kw/ spelled q, /z/ spelled s, /r/ spelled wr, /ks/ spelled x, and a silent consonant spelled gh).
- ◆ Apply knowledge of the following sounds when attempting to read unknown words:
  - ◆ Vowel diphthongs: (aw, au, ew, oi, oy, oo, ou, ow)
  - ◆ Variant vowel sounds: broad o spelled al, o [off ], au, and aw; /air/ spelled ar; /ar/ spelled ar [are]; short oo spelled oo [look]; long oo spelled oo [soon] and [June]; /or/ spelled or [born]
  - ◆ The schwa sound as in *about*, to read unknown words.
- ◆ Apply knowledge of word and sentence structure.
- ◆ Use knowledge of sentences, words, and letter sounds to read unknown words.
- ◆ Recognize at least 200 words automatically in second grade level text.

### Fluency

(accuracy, expression, and pace)

- ◆ Read familiar texts at a rate that is conversational.
- ◆ Demonstrate fluent reading behavior by:
  - ◆ Choosing appropriate materials based on established purpose(s).
  - ◆ Reading aloud with expression.
  - ◆ Focusing on details only when meaning is unknown or lost.
  - ◆ Recognizing most words in second grade level text.

### Comprehending Literary Text

Demonstrate an understanding of text:

- ◆ By summarizing.
- ◆ By identifying connections between pictures and story.

### Comprehending Informational Text

Demonstrate an understanding of text:

- ◆ By identifying the important facts.
- ◆ By identifying connections between illustrations and text.

Identify types of text and appropriate strategies including:

- ◆ Read Literary text - Stories, plays, and poems
- ◆ Read Informational text - such as, articles, maps, menus, and recipes

### Comprehending

Use a variety of strategies to understand what is read.

#### Before Reading:

- ◆ Recall prior knowledge.
- ◆ Make predictions.

#### During Reading:

- ◆ Ask questions.
- ◆ Clarify word or ideas.

#### After Reading:

- ◆ Summarize.

### Information Literacy

- ◆ Link information literacy to everyday life situations with direct modeling from the teacher.
- ◆ Use the 3-step problem-solving strategy to solve problems and make decisions with direct guidance/ modeling from the teacher.

### Listening

- ◆ Listen politely to peers and adults.
- ◆ Demonstrate an understanding of what is heard by retelling, asking questions, and relating prior knowledge.

### Vocabulary

Expand vocabulary in all subject areas primarily through discussion of texts listened to or read by:

- ◆ Making associations between known and unknown words.
- ◆ Identifying synonyms and antonyms of words.
- ◆ Identifying new words and word meanings.
- ◆ Use newly learned words in conversation.

### Literature

- ◆ Read at least 25 books annually.

## Writing/Speaking

### Elements Of Writing

(\*Using the 6+1 Traits of Writing to support the HCPSS Writing Process)

- ◆ Write to express personal ideas in stories, poems, and journals.
- ◆ Write to inform by writing reports, paragraphs, and directions.
- ◆ Write to persuade in letters.

### Language Mechanics

Spelling patterns and rules

- ◆ One syllable, short vowel families with final consonant blends and digraphs; *ack, ent, ing, ock, ush*
- ◆ One-syllable words with long vowel sounds
- ◆ One-syllable words with “r” controlled vowels, *k* and *ck* at the end, beginning and ending in *ch, sh,* and *th,* words with *-ed* added
- ◆ One-syllable words made plural by *-s, -and -es;* words with *-ing* added; words ending in *ll* and *ss*
- ◆ Compound words (playground) and homophone (here/hear)

### Capitalize

- ◆ Months, pet names, school names, holidays, street names, greeting and closing of a friendly letter
- ◆ Titles of respect (Dr., Mrs.)
- ◆ Initials representing names

### Punctuate

- ◆ Exclamation points
- ◆ Apostrophes in contractions
- ◆ Commas to separate city and state
- ◆ Commas to separate day and year in dates
- ◆ Commas in the greeting and closing of a friendly letter

### Grammar And Usage

- ◆ Nouns
- ◆ Verbs
- ◆ Pronouns
- ◆ Subject-verb agreement
- ◆ Compound personal pronouns

### Handwriting In Manuscript

- ◆ Write legibly in manuscript, using correct letter formation, alignment, proportion, and spacing.
- ◆ Use lower case letters appropriately.
- ◆ Put spaces between words.

### Oral Communication

- ◆ Express complete thoughts, when appropriate.
- ◆ Express relevant thoughts and ideas.

## Mathematics - Process Standards

- ◆ Select and apply appropriate strategies to solve a problem.
- ◆ Justify solutions to problems with logic and evidence.
- ◆ Represent mathematical concepts in a variety of ways.
- ◆ Discuss and write about mathematical concepts.
- ◆ Make connections within mathematics and to the everyday world.

## Algebra, Patterns And Functions

- ◆ Identify, describe, extend, and create a variety of non-numeric and numeric patterns.
- ◆ Select appropriate operations for solving problems.
- ◆ Express numeric relationships using  $<$ ,  $>$  and  $=$ .
- ◆ Find the missing number in an addition or subtraction sentence.
- ◆ Find locations on a map using simple coordinates (numbers and letters).

## Number Relationships And Operations

- ◆ Develop an understanding of numbers using real-world situations and physical materials.
- ◆ Name and write numbers to 1000.
- ◆ Identify place value for hundreds, tens, and ones.
- ◆ Write numbers in expanded form.  
( $293 = 200 + 90 + 3$ )
- ◆ Identify odd and even numbers.
- ◆ Compare numbers using symbols  $=$ ,  $\neq$ ,  $<$ , and  $>$ .
- ◆ Identify and count coins to \$5.00.
- ◆ Name and identify fractions to eighths.
- ◆ Demonstrate understanding of addition and subtraction and apply these operations to problem-solving situations.
- ◆ Memorize addition and subtraction facts through 18.
- ◆ Add and subtract two- and three-digit numbers with regrouping.

$389$	$415$
$+ 79$	$- 198$

- ◆ Use objects or draw to illustrate multiplication and division.

## Geometry

- ◆ Describe characteristics of shapes.

- ◆ Investigate concepts of congruency, similarity and symmetry.
- ◆ Identify points and line segments.
- ◆ Identify congruent figures.
- ◆ Describe characteristics of solid figures.

## Measurement

- ◆ Use a variety of measurements to solve real-world problems.
- ◆ Estimate and choose the appropriate unit to measure.
- ◆ Measure using centimeters, meters, grams and liters.
- ◆ Measure using inches, feet and yards.
- ◆ Measure using pounds, cups, pints and gallons.
- ◆ Apply concepts of area and perimeter to solving problems.
- ◆ Tell time to the 5-minute interval.
- ◆ Determine elapsed time to the half hour.

## Data Analysis And Probability

- ◆ Collect, organize, and display data using appropriate graphs.
- ◆ Interpret information from a display, observe patterns, and make predictions.
- ◆ Create and interpret a bar graph, pictograph and table.
- ◆ Observe trends in the data and make predictions.
- ◆ Apply basic probability concepts to problem-solving situations.
- ◆ Identify likely and unlikely events.
- ◆ Determine events that are less likely, equally likely, and more likely to happen.

## Science - Life Science: Organisms

- ◆ Explore, observe, and describe the structural parts of an insect and their functions.
- ◆ Classify organisms as insects or non-insects.
- ◆ Compare the basic needs of an organism during different life stages.
- ◆ Observe and describe the life cycle of a butterfly.
- ◆ Use thermometers, magnifiers, and insect models to gather information about insects and their habitats.

## Earth And Space Science: Earth And Sky

- ◆ Observe changes in the Moon during the day and night.
- ◆ Observe and describe the position and shape of the Moon.

- ◆ Observe and record data about the position and apparent movement of the Moon over time.
- ◆ Observe and describe properties of soil, layers, water retention, and erosion of soil.

## Physical Science: Interactions

- ◆ Observe that water can change from liquid to solid and back to liquid.
- ◆ Compare, describe, and classify materials and objects by color, size, shape, weight and texture.
- ◆ Explore, observe, and describe what happens when liquids are mixed with other liquids, and solids are mixed with liquids.
- ◆ Make predictions about how liquids and solids will interact.
- ◆ Observe and record how materials change when heated.
- ◆ Measure and record water temperature.

## Art - Drawing

- ◆ Use lines to make a picture based on personal experiences.
- ◆ Select and use a variety of drawing tools and techniques to draw the outline of complex shapes.
- ◆ Use a variety of lines, shapes, and colors to express an idea.

## Painting

- ◆ Identify primary and secondary colors.
- ◆ Show ways to make secondary colors.
- ◆ Use color mixing and painting techniques to represent a personal experience in a composition.

## Printmaking

- ◆ Use lines, shapes, and textures to make a repeated pattern.
- ◆ Select and use a variety of colors to make an alternating pattern of printed shapes, lines, or textures.

## Sculpture

- ◆ Use a variety of materials to assemble a three-dimensional form.
- ◆ Apply texture to a three-dimensional form.
- ◆ Use sculptural materials and techniques to model a three-dimensional form.

## Crafts

- ◆ Select a form from the environment to use as a theme in the production of a craft object.
- ◆ Use craft techniques and different materials to produce an aesthetic and functional object.

## Music - Melody And Pitch

- ✦ Listen, perform and describe music in both major and minor modes.
- ✦ Listen to perform, and describe music using high and low.
- ✦ Echo a variety of short melodic patterns (whole note, half note, quarter note, quarter rest, and two connected eighth notes).
- ✦ Sing from memory a varied repertoire of songs representing different genres, styles and cultures.

## Harmony And Texture

- ✦ Create and perform an ostinato while students perform contrasting ostinato.
- ✦ Sing one part of a two-part round while teacher sings another part.

## Tone Color

- ✦ Identify and describe the Orchestral instrument families.
- ✦ Describe the differences between adult male/female and children's voices.
- ✦ Differentiate between blending voices and non-blending voices.

## Tempo

- ✦ Listen, perform and describe music that illustrates fast and slow.

## Rhythm

- ✦ Echo a variety of short rhythmic patterns (whole note, half note, quarter note, quarter rest and two eighth notes connected).
- ✦ Identify and apply 2, 3, 4, and 6, representing meter in aural and visual examples.
- ✦ Experiment with simple notation to represent 2 measures.

## Dynamics

- ✦ Listen to, perform and describe music that illustrates loud and soft.

## Form

- ✦ Identify A-A-B-A, Rondo and Theme and Variations forms aurally and visually.

## Physical Education - Movement

- ✦ Perform the following skills: fleeing, chasing, and dodging to avoid others.
- ✦ Striking and receiving an object in a continuous motion.
- ✦ Control locomotor movements (hopping, skipping, running, etc.) in a group without falling or bumping into others (self space).

## Attitudes

- ✦ Respond immediately to a "stop activity" signal.
- ✦ Respond positively to reminders about rules.
- ✦ Cooperate with others while engaging in physical activity.

## Fitness

- ✦ Participate in activities that use "large muscle" groups.
- ✦ Perform stretching activities to improve flexibility.
- ✦ Support body weight with arms and legs in a plank position ("push up position").
- ✦ Participate in a variety of activities to demonstrate the FITT (frequency, intensity, time and type) principal.
- ✦ Assess physical activity by using pedometers to count steps and measure activity times.

## Library Media - Literature Appreciation

- ✦ Listen to, read, and discuss stories that reflect human experiences.
- ✦ Make text-to-text connections.
- ✦ Use libraries to help develop good reading habits.
- ✦ Choose to browse, select, and enjoy library materials.
- ✦ Listen to and independently read a variety of materials.
- ✦ Recognize the connection between reading and being a lifelong learner.

## Information Literacy

- ✦ Identify information needs.
- ✦ Follow systematic problem-solving steps using the Super3 process.

## Locate Information

- ✦ Learn to develop effective research questions.
- ✦ Make appropriate selections of fiction and nonfiction materials.
- ✦ Use alphabetical order and the Dewey Decimal System to locate materials.
- ✦ Locate materials using the Public Access Catalog.

## Collect Information

- ✦ Utilize effective search strategies for collecting relevant information from print, nonprint, and computer/online/digital resources.
- ✦ Evaluate the content of specific print, nonprint, and computer/online/digital resources to determine accuracy and relevance of content.
- ✦ Analyze questions and answers to identify when there is a good match.

- ✦ Record relevant information using graphic organizers in print and electronic formats.
- ✦ Capture key concepts in own words to avoid plagiarism.
- ✦ Include a basic bibliography as a component of all research assignments.

## Organize And Manage Information

- ✦ Record and organize information using various formats.
- ✦ Match appropriate format with content to be organized.

## Interpret Information

- ✦ Summarize the main points in a story, passage, or segment of a variety of resources.
- ✦ Apply critical thinking and problem-solving strategies.

## Share Findings/Conclusions

- ✦ Present findings in oral, written, visual and multimedia formats.
- ✦ Reflect on and provide feedback about the research process.

## Use Information And Resources Ethically

- ✦ Demonstrate proper care and handling of media and equipment in all formats.
- ✦ Practice strategies for avoiding plagiarism.
- ✦ Comply with fair use and copyright laws.
- ✦ Cite sources of information.
- ✦ Follow safe practices when working online.

## Health - Social And Emotional Health

- ✦ Identify qualities valued in friendships.
- ✦ Demonstrate appropriate methods of communication.
- ✦ Utilize strategies for nonviolent conflict resolution.
- ✦ Describe effective stress management strategies.
- ✦ Define "emotions" and identify words that express a variety of emotions.
- ✦ Describe the physical, social and emotional growth process.

## Tobacco, Alcohol And Other Drugs

- ✦ Recognize that drugs are substances that affect the way the mind and body work.
- ✦ Identify safe ways of taking prescription and over-the-counter medicines.
- ✦ Identify and practice resistance skills for unsafe medicine or drug use.
- ✦ Identify foods and drinks that contain caffeine and recognize their effects on the body.

- ◆ Identify the effects of tobacco use, exposure, and nonuse on the body.

## Disease Prevention And Control

- ◆ Define disease and classify examples as communicable or noncommunicable.
- ◆ Show care, consideration, and respect to those who are affected with diseases.
- ◆ Identify the consequences of healthy personal hygiene habits.
- ◆ Recognize the importance of healthy dental hygiene habits.
- ◆ Identify and practice healthy dental hygiene habits.
- ◆ Explain how to improve or maintain personal health.
- ◆ Identify issues created by pollution.

## Nutrition And Fitness

- ◆ Utilize MyPyramid to plan a daily balanced diet.
- ◆ Name the six major nutrients and a source for each.
- ◆ Identify factors that may affect food choices.
- ◆ Identify physical activities that promote a healthy body.

## Safety, First Aid And Injury Prevention

- ◆ Identify first aid steps used in the treatment of minor injuries.
- ◆ Identify ways to stay safe outdoors.
- ◆ Identify items that may cause an allergic reaction.
- ◆ Define the terms *stranger* and *acquaintance* and give examples of each.
- ◆ Identify ways to stay safe around strangers and acquaintances.
- ◆ Differentiate between good and bad secrets.
- ◆ Identify adults who can help in an abusive situation.

## Educational Technology - Technology Systems

- ◆ Identify and describe the basic functions and parts of a computer system such as a monitor, keyboard, mouse, and CD-ROM or DVD drive.
- ◆ Store and save data on electronic devices with assistance.

## Digital Citizenship

- ◆ Use software and hardware responsibly.

## Technology For Learning And Collaboration

- ◆ Use word processing software to create and print documents.
- ◆ Use a graphics program to create an original picture.
- ◆ Create a document that includes words and pictures.
- ◆ Use a graphing program, with assistance, to construct tables and graphs.
- ◆ Create a multimedia presentation using various features (such as text and images).

## Technology For Communication And Expression

- ◆ Recognize technology's role in telecommunication.
- ◆ Communicate ideas or information using technology.
- ◆ Use various media and formats for multiple purposes.

## Technology For Information Use And Management

- ◆ Identify, obtain and use information from electronic data sources such as CD-ROMs, databases, and the Internet.

## Technology For Problem Solving And Decision Making

- ◆ Solve real world problems using technology as a tool.
- ◆ Make informed decisions using technology as a tool.

## Gifted And Talented (G/T)

The G/T Program provides a continuum of services that include Curriculum Extension Units and Instructional Seminars. G/T Resource Teachers provide instruction for participating students.

## Social Studies

### Unit 1: My Community

- ◆ Identify natural/physical features and human – made features using maps and photographs.
- ◆ Describe and classify regions using climate, vegetation, animal life, and natural/physical features.
- ◆ Classify places as rural and urban, and suburban.
- ◆ Identify and use map elements, such as title, compass rose, simple grid system, legend/key, date, and author to interpret a map.
- ◆ Identify the equator, poles, seven continents, four oceans, and countries on a map and globe.

### Unit 2: Let's Go Shopping!

- ◆ Describe ways, such as clearing trees and farming land, that people modify their environment and the impact of those modifications.
- ◆ Describe how and why people protect or fail to protect the environment.
- ◆ Identify concerns in the community, such as safety issues and pollution problems and ways to resolve these concerns.
- ◆ Identify and explain economic choices people make.
- ◆ Identify and give examples of the positive and negative aspects of each choice.
- ◆ Explain that choices have consequences, some of which are more important than others.
- ◆ Identify the natural, capital, and human resources used in the production of a good or service.
- ◆ Identify examples of specialized workers in the school and community, such as nurses, truck drivers, lawyers, and postal workers.
- ◆ Describe different market situations where buyers and sellers meet to exchange goods and services.
- ◆ Describe how people meet in market communities around the world, such as farmers' markets and door-to-door sales.
- ◆ Identify goods and services provided by businesses.
- ◆ Explain different ways to pay for goods and services, such as credit cards, checks, debit cards, and money orders.

### Unit 3: Communities Change

- ◆ Connect certain people, symbols, songs and poems to the ideals they represent, such as George Washington portrays leadership, the American flag represents loyalty and respect, and the Star Spangled Banner represents courage and freedom.
- ◆ Explain how contributions of people recognized in various holidays represent democratic beliefs and attitudes that include rights and responsibilities, loyalty, respect, and courage.
- ◆ Compare types of transportation used to move goods and people today and long ago.
- ◆ Compare ways people communicate ideas today and long ago.

# SOCIAL STUDIES / HOW TO HELP YOUR CHILD AT HOME

- ◆ Explain how people adapt to changes in the environment.
- ◆ Identify examples of technology used by consumers, such as automobiles, cameras, telephones, microwaves, televisions and computers.
- ◆ Describe the relationship among events in a variety of timelines.
- ◆ Describe people, places and artifacts of today and long ago.
- ◆ Collect and examine photographs of the past and compare with similar, current images, such as, photographs of modes of transportation and communication.

## Unit 4: People In The Community

- ◆ Describe the contributions of local government leaders and current leaders of their school and community, such as county executives, county council or mayor, and city council.
- ◆ Describe the rights and responsibilities of being a participating member of the school and the community.
- ◆ Identify leadership positions and organizations in the community and explain how they can be helpful in maintaining safety and order.
- ◆ Explain how rules and laws are made and necessary to maintain order and protect citizens.
- ◆ Explain how school and community rules promote orderliness, fairness, responsibility, privacy and safety.
- ◆ Use fiction and non-fiction to compare the elements of two different cultures, and how they meet their human needs for food, shelter, and other commonalities such as recreation, music and stories.
- ◆ Explain ways people of different ages and/or cultural backgrounds can respect and help to pass on traditions and customs.
- ◆ Explain that individuals and groups share and borrow from other cultures to form a community.
- ◆ Give examples of how families in the community share and borrow customs and traditions from other cultures.
- ◆ Identify goods and services provided by government.
- ◆ Describe ways in which people from different communities are interdependent.

## How To Help Your Child At Home

### Music

- ◆ Listen to a wide range of music with your child, and discuss what is heard.
- ◆ Explore the music found in home record, tape, and CD collections; library collections, radio and television programs.
- ◆ Teach your child to sing songs that are familiar to you. Encourage your child to sing and teach you songs learned at school. Discuss the words and elements of the music they share.
- ◆ Encourage your child to explore and create movement which reflects his or her feelings toward a wide variety of music.
- ◆ Ask your child to explain and demonstrate the music symbols used in the school music class.
- ◆ Select and watch television shows and video tapes with your child that show the uses of music in different cultures.

### Physical Education

- ◆ Allow your child to practice dodging by playing tag.
- ◆ Play catch with your child, encouraging the child to catch and throw the ball in one continuous motion.
- ◆ Discuss ways to show consideration of others during a game.

### Social Studies

- ◆ Read and discuss fiction and nonfiction passages about people, places, and events in the early history of America.
- ◆ Explain how people from all cultures have the same wants and needs.
- ◆ Provide opportunities for your child to use maps to locate continents, oceans, read symbols, and use a map key.
- ◆ Discuss the types of transportation used in the community.
- ◆ Discuss which businesses in your community provide goods (grocery store, clothing store), and which provide services (auto repair, dry cleaners).
- ◆ Model good decision making. Show your child how to identify the problem, the goal to be achieved, discuss alternatives, choose a solution, and explain why it is the best alternative.

### Health

- ◆ Practice first aid procedures for minor injuries.
- ◆ Identify with your child the adults to go to for help.
- ◆ Practice healthy eating habits and good dental hygiene.
- ◆ Discuss the difference between prescription and over-the-counter medicines and the potential dangers of each.
- ◆ Practice habits that will prevent the spread of diseases.

### Library Media

- ◆ Read and enjoy books with your child as often as possible.
- ◆ Establish a routine at home for reading.
- ◆ Talk about books before, during, and after reading.
- ◆ Discuss ideas in books your child reads.
- ◆ Read an action story or tale of adventure to replace an evening TV program.
- ◆ Be a role model. Let your child see you read for pleasure.
- ◆ Practice using the Super3 model for problem solving everyday life situations.
- ◆ Obtain a library card for your child, and schedule regular family visits to the library.
- ◆ Encourage your child to participate in age-appropriate activities sponsored by the public library.
- ◆ Look for computer programs that encourage reading.



# HOW TO HELP YOUR CHILD AT HOME

## Language Arts

- ◆ Read as often as possible with your child. Encourage your child to try different ways to figure out unknown words. Help your child use what he or she knows about the meaning of the sentence, parts of words, and letter sounds to read new words.
- ◆ Talk about books *before, during and after* reading.

**Before:** Discuss the title, author, illustrator, title page and dedication page. Ask what the story might be about.

**During:** Discuss what is happening in the story and ask what might happen next.

**After:** Discuss favorite and exciting parts and meanings of new words. Discuss what the author or illustrator did to make the book interesting to read.

- ◆ Encourage your child to independently read at least 25 books annually.
- ◆ Encourage your child to write frequently.
- ◆ Provide an area in your home for writing with special materials (pencils, different types of paper, markers, erasers, envelopes).
- ◆ Praise your child's writing.
- ◆ Share letters and cards from friends and relatives.
- ◆ Encourage your child to write thank-you notes, invitations, letters to friends and relatives, lists, and items to take on a trip.
- ◆ Encourage journal-writing for special occasions: trips, family events, planning a birthday party.
- ◆ Allow your child to make mistakes on a rough draft. Be your child's partner for revising and editing.

## Mathematics

- ◆ Listen to your child as he or she works through math problems.
- ◆ Help your child read and write numbers to 1000.
- ◆ Review the names and value of coins.
- ◆ Help your child add and subtract two- and three - digit numbers.
- ◆ Assist your child in naming and writing odd and even numbers.
- ◆ Review addition and subtraction with regrouping.

- ◆ Encourage your child to estimate, then measure objects and distances in inches, feet and yards.
- ◆ Review addition facts to 18 with your child.
- ◆ Find opportunities to do math each day.
- ◆ Explore the math in books you read together.
- ◆ Make mistakes a part of learning.
- ◆ Use calculators and computers to solve problems.

## Science

- ◆ Encourage your child to observe carefully and describe things in the environment whether indoors or outdoors, such as plant and animal life, weather events, the movement of people, animals and objects.
- ◆ Allow your child to observe objects through a magnifying glass, and discuss what is seen.
- ◆ Help your child learn about the properties of liquids and solids by mixing safe liquids, pouring liquids into different sized containers, and mixing safe kitchen ingredients.
- ◆ Observe the Moon during the day and night.
- ◆ Discuss changes in the position and apparent shape of the Moon over time.

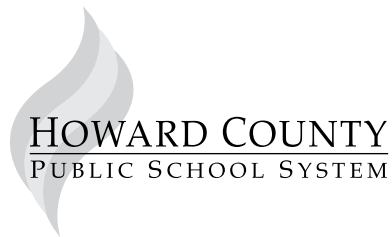
## Educational Technology

- ◆ Help your child identify the uses of technology in everyday life such as bar code readers at the grocery store, automatic teller machines, smart phones, and computerized gas pumps.
- ◆ Help your child use software programs appropriate for grade 2 such as *Pixie* and *Kidspiration*.
- ◆ Practice computer skills with your child at home or at the public library.
- ◆ Visit appropriate websites to help support the classroom instruction. The Howard County Public School System provides online resources to assist students (*SIRS Discoverer*, *Culture Grams* and *World Book Online*). Check with the library media specialist at your school for access information.

## Art

- ◆ Set aside an area for artwork to be done.
- ◆ Provide a variety of tools and materials for your child to use, such as: oil pastels, colored pencils, yarn, modeling clay, crayons, water-based markers, water colors, fabric scraps, tissue paper, weaving and stitchery supplies; supplies for print-making such as paint and cut vegetables; and blunt tipped scissors, paper, and glue.
- ◆ Praise and display your child's work in special places.
- ◆ Work with your child to make drawings from observation, imagination and memory.
- ◆ Encourage your child to make artwork often that can be shared with family and friends.
- ◆ Visit galleries and museums, and speak with your child about similarities and differences between other cultures and your own.
- ◆ Visit the library and take a look at books that picture master artworks with objects that are familiar in the child's world. Encourage your child to use similar compositions and themes as they develop their own works of art.





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