Partners in LEARNING

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GUILFORD COUNTY SCHOOLS 2007 - 2008

Dear Parent/Guardian:

We welcome your child to an exciting, successful year in second grade. This brochure provides an overview of what will be taught this year in each subject area along with sample learning activities, developmental characteristics of children in this age group and favorite books and authors. We hope you will find this information helpful as you work with your child at home to reinforce the concepts taught at school.

You have a key role in your child's education and your involvement will help ensure that we are all partners in learning. As we focus on improving student achievement, you can help by monitoring your child's progress through interim reports, teacher conferences, and by talking daily about what is happening at school. Always carefully review report cards, test results and work folders, and communicate frequently with your child's teacher.

We look forward to being partners in learning with you throughout your child's school years.

Sincerely,

Terry B. Grier, Superintendent

Developmental Characteristics

Children develop in a natural progression of growth, moving through predictable stages of development. Not all children move through these phases at the same pace. Children pass through developmental stages at their own rates.

Students in grades kindergarten through three, ages five to eight, are similar in the ways they learn. They learn by doing, experiencing, and using their senses. Some general characteristics for seven-year-olds are as follows:

Physical

- Has perseverance
- Prints more easily, neatly
- Is increasing fine motor control
- Is less distracted visually
- Is increasing in strength
- Is becoming more coordinated

Social/Emotional

- Has strong likes and dislikes
- Is sensitive, calm, serious
- Begins to realize others have differing views
- Expresses tension in noises and body movement
- Has tendency to make safe choices
- Criticizes own performance
- Frequently seeks praise through self-criticism
- Desires perfection
- Restricts creativity
- Is often moody, easily disappointed
- Dawdles, is not a good self-starter

Mental

- Takes interest in spelling/meaning
- Uses language more precisely
- Expands use of adverbs
- Likes to read and to be read to
- Has limited short term memory (2-3 items)
- Thinks, observes, reflects rather than verbalizes
- Is interested in time and space, can tell time
- Uses trial and error in problem solving

Partners in Learning is produced by the Division of Curriculum and Instruction, Guilford County Schools.

Information Skills (Media)

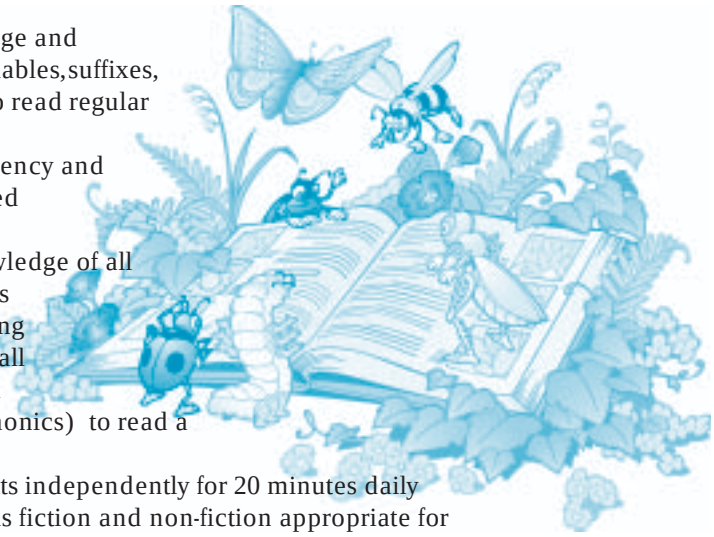
- Identifies an encyclopedia and how it is arranged
- Uses CD-Roms and online encyclopedias for simple research
- Uses online catalog to locate materials by author, title, and subject
- Recognizes the work of individual authors and illustrators
- Explains the characteristics of award-winning books
- Uses the parts of a book (index, glossary, etc.) to locate information
- Defines and locates biographies
- Respects library resources, facility, and personnel

Favorite Authors, Poets and Illustrators of Second Graders

Adler, David (Picture Book Life of …Series)
Brett, Jan
Brown, Marc (Arthur Picture and Chapter Books)
Bruchac, Joseph
Bryan, Ashley
Byars, Betsy
Cameron, Ann (Julian Series)
Cole, Joanna (Magic School Bus Series)
Conford, Ellen (Jenny Archer Series)
DePaola, Tomi (AutoBiography series)
Dooling, Michael
Gibbons, Gail
Giff, Patricia Reilly (Polk Street Kids)
Hopkins, Lee Bennett (Poetry Selections)
Kellogg, Steven
Livingston, Myra Cohn (Poetry Selections)
Murphy, Stuart (Math Series)
Polacco, Patricia
Prelutsky, Jack (Poetry Collections)
Ransome, James
Sharmat, Marjorie (Nate the Great Series)
VanAllsburg, Chris

LANGUAGE ARTS

Reading



- Uses phonics knowledge and structural analysis (syllables, suffixes, prefixes, root words) to read regular multi-syllable words
- Reads most high frequency and many irregularly spelled words accurately
- Uses letter-sound knowledge of all consonants and vowels to self-monitor decoding
- Applies knowledge of all sources of information (meaning, language, phonics) to read a new text
- Reads self-selected texts independently for 20 minutes daily
- Reads and understands fiction and non-fiction appropriate for grade two
- Uses text for a variety of reasons; including fiction and nonfiction
- Reads informational text to answer specific questions
- Asks possible *how, why,* and *what* questions to understand text
- Uses several strategies to self-monitor comprehension
- Remembers facts and details from text
- Compares events and characters across stories
- Interprets information from diagrams, charts and maps
- Interprets written and oral messages from personal experiences and knowledge
- Makes connections and comparisons across informational text with experiences and knowledge
- Explains and describes new concepts and information in own words
- Listens to, discusses and writes texts when responding to literature
- Locates and discusses examples of the author's use of sentences (declarative, interrogative, exclamatory), capitalization, punctuation, and paragraphs
- Discusses the effects of the author's choice of words to help readers comprehend text
- Begins to use formal and/or literary language in place of oral language patterns
- Uses expanded vocabulary to generate synonyms for commonly over used words
- Reads aloud with fluency any text appropriate for transitional readers
- Uses oral communication to identify, organize, and analyze information
- Shares ideas and responds appropriately in group discussions

Favorite Books of Second Graders

Stone Soup, Marcia Brown
The Chalk Box Kid, Clyde Robert Bulla
The Great Kapok Tree, Lynne Cherry
Satchel Paige, Lesa Cline-Ransome
Miss Rumphius, Barbara Cooney
The Art Lesson, Tomie DePaola
Legend of the Bluebonnet, Tomie DePaola
Beast Feast, Douglas Florian
The Amazing Life of Benjamin Franklin, James Cross Giblin
Meet Danitra Brown, Nikki Grimes
Iris and Walter, Elissa Hadenfrost
You Read to Me, I'll Read to You: Very Short Stories to Read Together, Mary Ann Hoberman
Measuring Penny, Loreen Leedy
Uncle Jed's Barbershop, Margaree Mitchell
Kate and the Beanstalk, Mary Page Osborne
John Henry, Jerry Pinkney
Thundercake, Patricia Polacco
Random House Book of Poetry
How Much is a Million? David Schwartz
The Stray Dog, Marc Simont
There Was An Old Lady Who Swallowed a Fly, Simms Taback
Alexander Who Used to Be Rich, Judith Viorst
Amber Was Brave, Essie Was Smart, Vera Williams

Writing

- Experiences modeling of good children's literature
- Chooses more than one topic about which to write
- Chooses to write for a variety of purposes
- Checks written work by reading aloud
- Represents with appropriate letters all the sounds of a word when writing
- Begins to use more formal language and/or literary language in place of oral language patterns, as appropriate
- Uses prewriting strategies such as drawing, graphic organizers, brainstorming or story boarding to plan and make judgments about what to include in written products
- With guided discussions, revises to clarify and refine writing
- Uses more standard than temporary spelling
- Uses a variety of sources for spelling (charts, peers, dictionaries)
- Writes for clear purposes/audience
- Produces writing and artwork to reflect understanding of text
- Produces writing and artwork to reflect personal response
- Uses the following parts of the sentence appropriately: subject, predicate, and modifier
- Begins to self-monitor own writing while composing text, using a variety of strategies, including rubrics
- Writes in a focused and logical sequence including beginning, middle and end
- Uses detail in writing for elaboration
- Uses characters, settings, and events from experiences
- Writes structured, informative presentations, and narratives with assistance
- Records observations/opinions and answers open-ended questions
- Maintains journal, learning log and response log
- Attends to spelling, mechanics, and format (edits) for final products in one's own writing (unassisted)
- Publishes with some teacher support
- Spells correctly using previously studied words, spelling patterns, and analysis of sounds
- Participates in quarterly benchmarks.

Writing Process

Prewriting is the process that helps writers prepare to write. The student spends time gathering information using graphic organizers, experimenting with ideas and plotting a course. Prewriting is essential to the writing process.

Drafting is the stage of making choices as to what to write. This is the student's first attempt at writing a pie

Revising is essential in the writing process. It is the re-reading and re-working of the writing to make improvements in the content, organization, and word choice. The writer decides where to add or delete information.

Editing occurs only after the writer feels satisfied with the content and organization of the writing. This step allows a student to remove errors including usage and mechanics that would distract the reader.

Publishing provides a chance for students to complete a product; see themselves as "authors," read with appreciation and learn from others.

Guidance

- Discusses and shares feelings about self
- Discusses situations that cause a variety of behaviors
- Recognizes the diverse world of work
- Describes ways that basic skills are used at home and at work
- Understands how she/he relies on basic skills to satisfy needs
- Demonstrates the ability to share and work cooperatively on group tasks
- Learns how to develop effective interpersonal relationships
- Demonstrates the capacity to follow instructions and complete assignments
- Demonstrates knowledge of the importance of learning
- Demonstrates the ability to work independently
- Demonstrates the capacity to follow instructions and complete assignments

Related Books

Fly Away Home, Eve Bunting
Arnie and the New Kid, Nancy Carlson
Dark Day, Light Night, Jan Carr
The Hickory Chair, Lisa Rowe Fraustino
Rag Coat, Lauren Mills

Advanced Learner Program

Advanced Learners are described as students who demonstrate remarkably high levels of accomplishment when compared with others of their age, experience or environment.

Formal eligibility for the Advanced Learner Program is not determined until the fall of Grade 3. However, the Team for Advanced Learners (TAL) at each school can review any students in grades K-2 and recommend differentiation strategies to address the advanced needs of an individual or group of students. Advanced Learner Curriculum Specialists in each school collaborate with classroom teachers to provide for advanced learners.

In the fall of second grade all students participate in an aptitude test. In the spring of second grade these test results and other performance indicators are used to establish a pool of students who are administered achievement tests to determine formal eligibility for advanced learner services to begin in third grade.

Mathematics

Number & Operation

- Develop number sense for whole numbers through 999
- Connect model, number word, and number using a variety of representations
- Read and write numerals
- Compare and order
- Rename
- Estimate
- Use a variety of models to build understanding of place value (ones, tens, hundreds)
- Use area or region models and set models of fractions to explore part-whole relationships in contexts
- Represent fractions (halves, thirds, fourths) concretely and symbolically
- Compare fractions (halves, thirds, fourths) using models
- Make different representations of the same fraction
- Combine fractions to describe parts of a whole
- Create model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, fourths (records in fraction form)
- Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies
- Strategies for adding and subtracting numbers
- Estimation of sums and differences in appropriate situations
- Relationships between operations
- Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds
- Define and recognize odd and even numbers

Measurement

- Estimate and measure using appropriate units
- Length (meters, centimeters, feet, inches, yards)
- Temperature (Fahrenheit)
- Tell time at the five-minute intervals

Geometry

- Combine simple figures to create a given shape
- Describe the change in attributes as two and three dimensional figures are cut and rearranged
- Identify and make:
  - Symmetric figures
  - Congruent figures

Data Analysis & Probability

- Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's)
- Conduct simple probability experiments; describe the results and make predictions

Algebra

- Describe and extend numeric and geometric patterns
- Identify, describe, translate, and extend repeating and growing patterns
- Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities

Related Books

Easy Math Puzzles, David Adler
Pigs Will Be Pigs: Fun with Math and Money, Amy Axelrod
Stella Louella's Runaway Book, Lisa Ernst Campbell
The Big Buck Adventure, Shelley Gill and Deborah Tobola
Monster Money Book, Loreen Leedy
Eating Fractions, Bruce McMillan
Ten Times Better, Richard Michelson
Shark Swimathon, Stuart Murphy
Rows and Piles of Coins, Tolowa Mollel
One Hundred Is a Family, Pam Munoz Ryan
How Much Is a Million?, David Schwartz
Alexander who used to be rich…, Judith Viorst
Rabbit and Hare Divide an Apple, Harriet Ziefert
How the Second Grade Raised $8,205 to Visit the Statue of Liberty, David Zimelman

Science

Animal Life Cycles

- Analyzes the life cycle of animals
  - Birth
  - Developing into an adult
  - Reproducing
  - Aging and death
- Understands that insects need food, air and space to grow
- Describes the different stages of an insect life cycle
- Compares life cycles of animals such as: mealworms, ladybugs, crickets, guppies or frogs

Related Books

From Seed to Plant, Gail Gibbons
The Season's of Arnold's Apple Tree, Gail Gibbons
Seasons of a Red Fox, Susan Saunders
A House for Hermit Crab, Eric Carle
V is for Vanishing, Patricia Mullins
Gorillas, Seymour Simon

Changes in Weather

- Describes weather by measurable quantities:
  - Temperature
  - Wind direction
  - Wind speed
  - Precipitation
- Assesses weather changes from day-to-day and over the seasons

Related Books

Storm Coming!, Audrey Baird
Weather, Jean Craig
Feel The Wind, Arthur Dorros
Weather Forecasting, Gail Gibbons
All About Snow and Ice, Stephen Krensky
When the Wind Stops, Charlotte Zolotow

Changes in Properties

- Identifies three states of matter:
  - Solid
  - Liquid
  - Gas
- Observes changes in state
- Explains how heat is produced and transferred
- Demonstrates that solids, liquids and gases can be characterized by their properties
- Investigates how mixtures can be made by combining solids, liquids or gases and how they can be separated again
- Demonstrates that new material is made by combining two or more substances with properties different than the original material

Related Books

Matter, Fred Wilkin
Why Can't You Unscramble An Egg?, Vicki Cobb
Hot, Cold, and In-between, Robert Framan
Splish, Splash, Joan B. Graham
Let's Try It Out in the Water, Seymour Simon

Concepts of Sound

- Discovers how sounds are made by using a variety of instruments and "sound makers"
- Discovers that sound is produced by vibrating objects
- Determines the pitch of the sound by changing the rate of the vibration (how fast)
- Analyzes the pitch produced by changing the size and shape of a variety of instruments

Related Books

The Ear Book, Al Perkins
Talk About Sound, Angela Webb
Listen to the Rain, Bill Martin
The Science of Music, Melvin Berger

Other Science Books

Stone Girl, Bone Girl: The Story of Mary Anning, Laurence Anholt
Crinkleroot's Nature Almanac, Jim Arnosky
A Snake is Totally Tail, Judi Barrett
A Handful of Dirt, Raymond Bial
Dinosaurs to the Rescue: A Guide to Protecting Our Planet, Laurie Krasny Brown
The Cloud Book, Tomie DePaola
Rabbits, Rabbits, and More Rabbits!, Gail Gibbons
Weather, Lee Bennett Hopkins, selector
Toil in the Soil, Michelle Lackner
Who Eats What? Food Chains, Patricia Lauber
Sky Songs, Myra Cohn Livingston
Dig, Wait, Listen: A Desert Toad's Tale, April Pulley Sayre
The Lorax, Dr. Seuss
Color Me a Rhyme: Nature Poems for Young People, Jane Yolen

Computer/Technology Skills

- Identifies uses of technology in the community
- Recognizes an individual's right of ownership to computer-generated work
- Identifies essential computer terms
- Identifies the function of physical components of a computer system
- Identifies how electronic databases are used in the school, neighborhood and community
- Identifies print and electronic databases as ways to collect, organize and display data
- Uses electronic databases to locate information
- Uses a graphing program to enter data and graphs the results
- Collects, sorts and organizes information to display as a graph or chart
- Interprets data on charts/graphs and makes predictions
- Demonstrates correct finger placement for home row keys
- Uses a word processor to enter, save, print and retrieve text
- Identifies and uses electronic drawing tools to combine graphics and text
- Participates in the planning and creation of a class multimedia story which includes student narration
- Identifies how telecommunications has changed the ways people work and play

Social Studies

- Identifies and describes attributes of good citizenship
- Demonstrates responsible citizenship in classroom and school actions
- Compares good citizenship in the classroom and school to neighborhood and community citizenship
- Infers how individuals, families and institutions in neighborhoods and communities are alike and different
- Distinguishes similarities and differences between oneself and other family members
- Describes similarities and differences among families in different neighborhoods and communities
- Analyzes multiple roles in families, work places, neighborhoods and communities
- Identifies and describes multiple roles performed by children in their families, schools and neighborhoods
- Suggests and justifies rules and laws for neighborhoods and communities
- Suggests the consequences of not obeying rules and laws
- Describes the basic authority given to local elected officials
- Identifies examples of responsible participation in neighborhoods and communities
- Evaluates fair and unfair procedures for dealing with neighborhood and community problems
- Cites examples of the elective process in the community
- Identifies examples of change in neighborhoods and analyzes the effects of change in a given neighborhood or community
- Predicts logical future changes
- Analyzes religious and other cultural traditions
- Identifies and interprets religious and secular holidays observed in neighborhoods and communities
- Elaborates on patriotic symbols and observances
- Identifies selected famous people in history
- Describes uses of maps and globes
- Uses geographic terms to describe landforms, bodies of water, weather and climate
- Applies geographic themes to neighborhoods
- Identifies some uses of money by individuals and families

- Identifies examples of scarcity in neighborhoods
- Distinguishes between wants and needs
- Analyzes the effects of change in communities and predicts future changes
- Distinguishes between wants and needs
- Defines income and identifies different sources of income in neighborhoods
- Explains the use of money as a means of exchange
- Distinguishes between goods produced and services provided in neighborhoods

Related Books

American's Champion Swimmer: Gertrude Ederle, David A. Adler
To Be A Kid, Maya Ajema
A. Lincoln and Me, Louise Borden
Mama & Papa Have a Store, Amelia Carling
Anessa Lee and the Weaver's Gift, Nikki Grimes
Celebrating Families, Rosemarie Hausherr
My Great Aunt Arizona, Gloria Houston
Virgie Goes to School with Us Boys, Elizabeth Fitzgerald Howard
Molly Bannaky, Alice McGill
Martin's Big Words, Doreen Rappaport
Only Passing Through: The Story of Sojourner Truth, Anne Rockwell
If the World Were a Village, David J. Smith

Sample Learning Activities

★ Describe various community workers and the services they perform.
★ List and discuss renewable and nonrenewable resources.
★ Given a series of pictures (or cartoons), put them in a logical sequence.
★ Create a personal dictionary.
★ Read a book; retell the story in your own words.
★ Use upper and lower case letters in writing.
★ Keep a list of books you have read in a reading log.
★ Given an object, describe it, and name as many characteristics (attributes) of the object as possible.
★ Given a set of objects, make a set that has more or less.
★ Group popsicle sticks into sets of 10's, 8's, 5's, 2's.
★ Demonstrate and explain why 24 is the same as 2 tens and 4 ones and the same as 1 ten and 14 ones.
★ Classify objects according to their similarities.
★ Practice addition facts to 18.
★ Look at a calendar: What is today's date, yesterday's date, tomorrow's date?
★ Use the Internet to find and record information.
★ Create a skit on "Dealing With Differences"; write scenes for different settings such as home, school and neighborhood.
★ Write a news story about how citizens can help in neighborhoods; what do good citizens look like?
★ Identify limited resources in your neighborhood; propose substitute items to replace those resources.
★ Estimate and measure the length of objects in centimeters and inches.
★ Make up a story that matches an addition or subtraction problem such as 17 – 8 = 9.
★ Read a thermometer; place at different locations and read again.
★ Identify and find the value of sets of coins.

Music

The study of music is cumulative and sequential to include learning from the previous grade level. Learning at this level is primarily experiential. Focus areas include:

- developing appropriate vocal and instrumental practices.
- demonstrating increased pitch and rhythmic accuracy.
- identifying traditional symbols and terms.
- developing skills in improvising, composing, and arranging music.
- developing listening, analyzing and evaluating skills.
- developing understanding of music in relation to history, culture and other content areas.
- showing respect for the efforts of others.

*Extended opportunities for the study of dance, foreign language and theatre are available at selected elementary magnet schools.

Related Books

Berlioz the Bear, Jan Brett
Sing to the Sun, Ashley Bryan
Lentil, Robert McCloskey
Zin! Zin! Zin! A Violin, Lloyd Moss
Peter and the Wolf, Sergei Prokofiew
Pop Goes the Weasel and Yankee Doodle, Robert Quackenbush
Sweet Betsy from Pike, Glen Rounds
Shake It to the One that You Love the Best: Play Songs and Lullabies from Black Musical Traditions
There Was An Old Lady Who Swallowed a Fly, Simms Taback

Art

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels. The emphasis at this level is on:

- awareness of themselves and their own community.
- trying a variety of techniques and imagery to enhance the design solution.
- emphasis and movement.
- weather and seasons.
- recognizing how artists create mood/emotions in their work.
- reality and fantasy.

Related Books

Draw 50…., Series, Lee J. Ames
Visiting the Art Museum, Laurie Krasny Brown
Joshua's Masai Mask, Dakari Hrv
La Mariposa, Francisco Jimenez
Doodle Dandies: Poems that Take Shape, J. Patrick Lewis
I Spy a Freight Train: Transportation in Art, Lucy Micklethwait
You Can't Take a Balloon into the Metropolitan Museum, Jacqueline Preiss Weitzman
Wonderful Towers of Watts, Patricia Zelver

Healthful Living Education

The Healthful Living Education program promotes behaviors that contribute to a healthy lifestyle and improved quality of life for all students.

Major Emphases for Grades K – 3

The students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, including the role of their own behaviors in regard to eating breakfast and balanced meals; rest and exercise; using seat belts; responding to traffic, fire, and other warning signs, sounds and symbols; avoiding burns and getting help in an emergency; and the impact of substances, including alcohol and tobacco, on their lives.

The students will be able to demonstrate ways in which they can manage stress, be responsible for their own behaviors, cope with fear and embarrassment, deal with aggression and bullying, know safe practices, resolve disputes and respect the rights of others.

The students will know how and understand the value of being physically fit and the types of activities that contribute to total fitness. They will understand that choosing to be physically active is a conscious decision and personal choice that has health related benefits.

The students will be able to demonstrate fundamental motor skills, develop and refine creative movements, demonstrate manipulative skills, display appropriate behaviors during social situations, and express an enjoyment for movement experiences.

Related Books

Goal, Robert Burleigh
Food, Sally Hewitt
Hank Aaron, Brave in Every Way, Peter Golenbock
Seven Silly Eaters, Mary Hoberman
Fannie in the Kitchen, Deborah Hopkinson
Open Wide: Tooth School Inside, Laurie Keller
The Edible Pyramid, Loreen Leedy
Play Like a Girl: A Celebration of Women in Sports, Sue Macy and Jane Gottesman, editors
Soccer Sam, Jean Marzollo
Alvin Ailey, Andrea Pinkney
Jojo's Flying Side Kick, Brian Pinkney
Good Enough to Eat: A Kid's Guide to Food and Nutrition, Lizzy Rockwell
Gregory the Terrible Eater, Marjorie Sharmat

Character Traits

Building good character is an important part of every child's education and is a joint responsibility of home and school. In the Guilford County Schools, promoting ethical standards is an integral part of the learning process. The eight cornerstones of good character which parents and teachers are asked to teach and model are as follows:

Respect

- Showing high regard for self, other people, property and authority
- Understanding that all people have value
- Responding sensitively to the ideas of others without dismissing or degrading them

Caring-Compassion

- Treating others with compassion generosity and friendship, recognizing that from time to time everyone feels hurt, confused and angry.
- Seeking understanding and reconciliation with other members of a community in conflict

Responsibility

- Being dependable
- Carrying out obligations and having a sense of duty to fulfill tasks one has accepted
- Being accountable

Courage

- Attempting difficult things that are worthwhile
- Doing the right thing even when others do not
- Following your conscience rather than the crowd

Integrity

- Carrying out your responsibilities without claiming credit for someone else's work
- Willing to acknowledge wrongdoing
- Being truthful and trustworthy

Determination

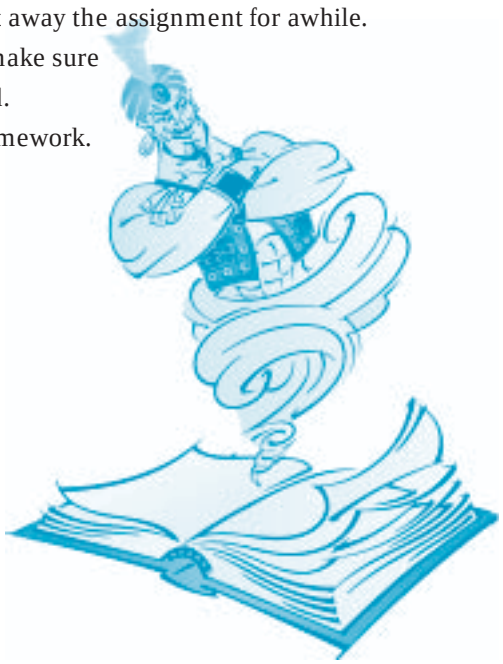
- Having perseverance and the inner strength to pursue goals
- Completing individual assignments and supporting others in their work

Self-Discipline

- Demonstrating hard work and commitment
- Improving yourself and restraining from inappropriate behavior
- Doing your best always

Giving

- Discovering that one of life's greatest satisfactions comes from giving to others
- Sharing through service
- Responding to the needs of others, without expectation of reward

Creating Good Homework Habits

- Together with your child, schedule a time for completing homework assignments; homework habits are more easily formed if children do their work the same time each day.
- Help your child choose an appropriate study location such as a quiet corner, a desk or a comfortable chair.
- Provide your child with good lighting and necessary materials (pencils and paper, a dictionary, etc.).
- Ask your child to describe the assignment before beginning and later show you the completed work or summarize what he or she learned.
- Encourage your child to work on his or her own, but say that you are available for help.
- If your child does need help, look over the material before you begin so you are familiar with the assignment.
- Be a resource and consultant for your child, but don't hover over him or her with constant advice; remember that sometimes the best help is a hug, a smile, or a word of approval.
- If your child becomes frustrated, put away the assignment for awhile.
- Be available to check work and to make sure the assignment has been completed.
- Praise your child for completing homework.
- When possible, help your child relate homework assignments to everyday life skills.
- In general, be encouraging and supportive; your attitudes are contagious.