

# HOW IS MY SECOND GRADER DOING IN SCHOOL? WHAT TO EXPECT AND HOW TO HELP pdf

## 1: Bad Behavior at School | Berkeley Parents Network

*The text offers insight into how children learn in second grade, outlines educational content for second grade, and provides tips on how parents can initiate fun, home-based activities that engage a child's natural desire to learn.*

Print In many ways, 1st grade is a year of important transitions – children leave behind much of the play of preschool and kindergarten and dive into developing deeper academic skills. First graders progress from having beginner reading and writing skills to becoming beginning readers and writers, as they not only read and write more often, but with greater comprehension and ability, too. First grade is a crucial year for building reading skills. In 1st grade, students begin to define themselves with respect to what kind of readers they are. While this is already being done in the classroom, it can certainly be done at home too. In 1st grade, there is also a change in the classroom structure from that of preschool and kindergarten. The 1st grade classroom is usually organized more like a traditional elementary school classroom, with tables and desks at which students spend more of their time. However, in most classrooms there is still a meeting area for lessons and class discussions, as well as areas or centers dedicated to different subjects of learning. For instance, there may be an area with all of the math tools and supplies and a class library dedicated to reading. Technology also becomes a more important part of the 1st grade classroom as students learn about and use it more. Keep in mind that your child will need to adjust to this new learning environment. He may get tired at the end of the day or have trouble focusing as the day progresses. At home, give your child time to rest after school or allow him to play and exert his energy in the morning before school. Most importantly, give your child time to adjust. Like any person dealing with change, taking the time to get used to a new environment is crucial. The same applies to skill development. This practice as well as specific reading lessons are crucial to making 1st graders strong readers. In addition, 1st graders develop their reading comprehension skills and talk more about and gain a deeper understanding of what they read. In order to build reading skills, your 1st grader:

- Learns to read regularly spelled one-syllable words.
- Breaks up longer words into syllables in order to read them.
- Knows the difference between and reads fiction and non-fiction texts with purpose and an understanding of the plot and important ideas and characters.
- Talks about and answers questions about the text he reads.
- Reads texts aloud at an appropriate speed and with expression.
- Compares different characters, events, or texts.
- Understands the purpose of and uses common features in a book, such as headings, tables of contents, and glossaries.
- Begins to read grade appropriate poetry and identifies words and phrases that relate to emotions and the senses.

**Reading Activities Play Time:** Your child can also read a book to you! Ask your child to draw a picture of her favorite scene, character, or page from a book. She can then write a description of what she drew and why she chose to draw it. Find small and simple poems. Read them together and talk about the feelings they convey. Try making up your own poems together about objects, people you know, or anything you like! Use magnetic letters, letter tiles, or cards from games to create both real and silly words. Practice building longer words by putting together shorter words and sounds.

**Create Your Own Dictionary:** As your child learns to read new words and understand the meaning of those words, keep track of them in your own dictionary. Your child can write them down, draw a picture to illustrate the word or its definition, or write a sentence with the word. Help support this by using technology at home with your child, in an appropriate and supervised manner. Similar to reading, writing occurs throughout the day as students learn a variety of subjects in addition to the specific writing lessons or times in class. For example, students may write about a math problem, explaining how they solved it, or write about a topic they learned in science or social studies. All of this work makes them better writers overall. In order to build writing skills, your 1st grader:

- After you experience something together or your child has an important moment or event, he can write about it and illustrate it as though it is a story and share it with your family and friends.
- When your child asks a question, research the answer together using books or computers under your supervision. Then create an informative poster or collage which tells the question, the answer, and uses both texts and illustrations to show what you

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learned. Make a Family Magazine or Book: Your child can illustrate a book using drawings and text to describe different family members or friends. Each person can have their own page. Write Cards and Letters for Special Events: On birthdays and holidays, your child can send people cards or letters he writes. In many classes, math tools and manipulatives such as blocks, tiles, and different shapes are used to help students practice math using concrete, visible objects. This helps students truly understand the concepts underlying the math they learn. In addition, students in 1st grade may begin to write about the math they do, answering questions about how they solve problems and understand things. In order to build math skills, your 1st grader:

Adds and subtracts numbers, solves word problems by using objects, drawings, and traditional equations with the plus and minus signs. Adds 3 numbers that add to a number up to 10. Solves addition and subtraction problems by adding up or subtracting smaller numbers, for example: 8 + 2 = 10. Learns the relationship between addition and subtraction, for example: 10 - 2 = 8. Counts out and groups objects in order to solve single digit addition and subtraction problems. Counts and writes the numbers 1 to 10, starting from any number less than 10. Understands and creates numbers using 10 as a base, for example: 10 + 2 = 12. Subtracts or adds 10 to a 2 digit number in her mind, without counting, and subtracts by 10 from numbers, using concrete objects or tools. Orders three objects by length. Begins to tell and write time using both digital and analog clocks. Understands the definition of and difference between shapes and creates shapes using this knowledge. Creates 2 and 3 dimensional shapes.

When you are in the store together, ask your child to add together different things, for example: Greater or Less Than?: Ask your child to put the correct sign between the numbers and do this as fast as possible, seeing how many rounds he can get correct in a certain amount of time. Track how many your child got right and ask him to beat his record another time in the future. Use blocks or other building toys to construct houses, towers, vehicles etc. As you build, count pieces by tens, add and subtract pieces, and pay attention to the different shapes you use. Ask family members a question and create a graph of the answers using numbers and pictures. Compare the sizes of different objects. Ask your child which object is larger, smaller and smallest. Ask your child to order some of his toys in size order. Time him to see how fast he can do this!

Setting the table for meals can include lots of math as you and your child add the total numbers of utensils, plates, chairs, etc. In first grade, students are taught to observe, ask questions, and record their observations and answers. Science lessons can be taught once to a few times a week, and science lessons often overlap with math and literacy as teachers use tools such as books, graphs, and measurement to help students learn. Since specific science topics taught in a 1st grade class vary across schools, find out which specific science topics your child will be learning about and find ways to explore these topics at home. In order to build science skills, your 1st grader:

Explores and experiments with the world around her and with objects provided by the teacher. Learns new facts about a variety of topics including: Makes observations and records what she sees and learns using graphs, pictures, and words. Uses her 5 senses to observe and learn about objects. Put different objects in water and see what floats and sinks. Heat water up under your supervision and see what happens when water boils. Put cups of water in the freezer and refrigerator and compare what happens. Ask your child what he thinks will happen before you do each of these things and talk about what he learns. Observe things around you—your pet, a rainstorm, a bug outside, or anything else in nature. Together, write down and draw pictures of what you notice. Ask her what else she wants to learn about a topic, then read books or look up facts online about that topic. Help your child use his senses. Blindfold your child and have him taste, touch, and smell different objects. Different states may focus on their own history, geography, and communities, as well as slightly vary the focus of their learning. However, in most 1st grade classrooms, students begin to explore their communities and the world around them more deeply, enhancing their research skills, general knowledge of the world around them, and ability to compare and contrast different groups.

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2: 2nd grade Resources | [www.enganchecubano.com](http://www.enganchecubano.com)

*Perhaps you've been told by your child's teacher that your second grader is doing fine. But what does "fine" really mean, and how can you be sure that your child's academic growth will continue? Be your child's best teacher.*

She will use new vocabulary, orally and in writing. By the end of the year your child should be reading fluently. Work will become more challenging, and the amount of homework will increase. To support your child, set up a library at home with books and magazines at different reading levels and genres. Read plays aloud with your child to build fluency and expression. In math your child will solve addition and subtraction word- problems, tell time to the quarter-hour, learn about place value in three-digit numbers and work with measurement. To practice these skills at home have your child write an addition word-problem about how many books he read over a period of time or on another topic. Donna Adkins, our teacher consultant, explains: When following a recipe, have your child read the ingredients out loud. Have a variety of measuring tools available such as cups and spoons. Let your child choose the correct tool and explain why it is applicable. He may pout if he makes a handwriting mistake. For this reason it is important to encourage him when he makes a mistake and explain that everyone makes them. Advertisement You can use the summer before second grade to teach your child responsibility for some simple chores. Donna Adkins, our teacher consultant explains: Some are more or less mature than other children their age. You know your child best. Choose a simple chore that that he can do without feeling overwhelmed. Start small and build. To raise a responsible child, responsibility must be cultivated early and continually. One way to accomplish this is to develop daily routines that a child can follow. If he knows that every morning when she gets up, she follows a particular routine for getting ready, then she can soon do it herself. In the evening, if your child knows the bedtime routine is to take a bath, brush teeth, read a story and get into bed, then not only is it easier to get her into bed, it is easier for the child to do it independently. Below are some guidelines for what to look forward to in the year ahead. Physical and social skills you can expect of your second grader: Begin to reason and concentrate Have a better ability to process information Work cooperatively with a partner or small group Understand the difference between right and wrong Make connections between concepts so she will be better able to compare and contrast ideas Academic skills you can expect of your second grader: Learn more about where your child should be at the end of first grade.

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## 3: The Guide to 1st Grade | Scholastic | Parents

*New paperback copy in Very Good Condition of How Is My Second Grader Doing In School? What to Expect and How to Help by Jennifer Richard Jacobson and Dottie Raymer. This is a new copy with a black marker line across the outer page edges, visible storage soil.*

Some children who were not completely ready to understand all the material introduced in first grade may now be ready to master it. Second graders apply what they learned about the meanings of letters and numbers to more complicated material, and begin to develop their analytical abilities even further. They tackle more and more texts in and out of the classroom as they work to become rapid and accurate readers. The more fluent children become at one level, the more likely they are to become fluent at the next. At this stage children also become better story writers as they learn to write basic sentences and short narratives about an event or a character. Second graders may experiment with different voices, writing some stories from a personal viewpoint, and others in the third person. They more frequently use the correct spelling of words that they know, and use punctuation more regularly. Math Mathematics concepts become more complex in second grade. Children can order, group numbers, and work with numbers far greater than those they can physically count. Science Second graders will be asked to use what they know to make predictions and find patterns in the natural world. They learn about the Earth and its natural resources, and how people use these resources to get energy. They look at how the Earth changes over time and how we learn about the history of the Earth through fossils. They may do a deeper study of the life cycles of plants and animals. Social Studies In second grade, children broaden their knowledge of the world. Students learn about the people and places of their local communities and regions, and compare them to other communities and regions. Children may be given more responsibility to resolve conflicts with their classmates. They will be expected to have a deeper understanding of the importance of rules and their role in helping people get along. Even so, they may have trouble imagining unfamiliar things. This means that a second grader who reads a story about a mountain can create a mental picture if she has seen a mountain in the past. But if she has no idea what a mountain looks like, she might have a difficult time figuring it out, even from a detailed written description. Processing Information Children at this age are better at processing information than they were just a year ago. They get riddles, puns, and sarcasm. They can build on the things they know to understand more about them, and to make connections to new concepts. They are more likely to worry, be self-critical, and show a lack of confidence in their abilities than they have in the past. They may be embarrassed by either praise or criticism that calls attention to them, especially in front of their friends.

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### 4: What Your Second Grader Should Know

*Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.*

Janet Lehman, MSW talks frankly about how she and her husband James dealt with it when their son had trouble at school. I immediately took the stance of viewing myself as the victim in the situation. In fact, very quickly it became all about me. As much as you can, put personal feelings aside and focus on your child. I was upset at the school, the teacher and the administrators. I knew he was right. We also knew we needed to plan out how we were going to present ourselves at the meeting with his teachers. James and I decided that we wanted to be in partnership with the school as much as possible, because this would give our child the best chance of getting through the year and moving on to fourth grade. As hard as it was, I knew I needed to put all of my personal feelings aside and focus on what was best for our son. This brings me to my first tip for parents when their child is having trouble at school: James reminded me again before we went into our meeting: Up until third grade, our son had been able to use charm to get by in school. Fortunately, his teacher saw through that act and realized it was a bit of a cover for some of his learning struggles. This brings me to my second tip: As much as is possible, work with school administrators and teachers. Partner with them instead of making an adversary out of them. In my opinion, the only way to create success is to partner with the school. Pinpoint someone in the school who you can work with—it could be a guidance counselor, school social worker, a coach, or even the principal. This person will be able to advocate for your child more effectively than you can in some instances, and might also be able to shoot you an email when they notice something or feel like your child needs some extra help. Our whole family worked especially hard during third grade: James would also sit with our son and do homework every night. He never did the work for him—he was just there to answer questions and give him help if he needed it. But as our son did more homework, his classroom performance improved, which then encouraged him to do more homework. So my third tip is: Communicate regularly with the school. At home, sit with your child if possible and help him through his homework assignments. I think one of the key things our son realized was that his teacher and his parents were going to hold him responsible for his own work. We also attended an evaluation meeting for him where testing was recommended. He had some tests done and it was discovered that he had a mild learning disability. As a result, the teachers arranged for some accommodations so he could do certain things differently. So again, the school was taking some responsibility to help him, but even more importantly, our son was gradually taking responsibility for his learning. If the struggle persists even with teacher help and parental support, have him tested professionally immediately to determine whether or not he has a learning disability. We thought that was an important life lesson for our son: Openly complaining only encourages your child to blame the teacher for his problems, and to stop being accountable for his schoolwork. They generally respect parents who are aiding them by helping their child learn. Teachers also want to feel support from parents for what happens in the classroom. But in the long run, holding him responsible is the best thing for his future. Sometimes it brings up feelings you had when you were a kid. And believe me, I had some of those feelings. Thank goodness for James. He was able to turn my thinking around and really take it off me and focus it on our son. It was a turning point for me as a parent and in the way I viewed myself as a social worker. They may never realize how helpful some of the school folks have been. Show Comments 10 You must log in to leave a comment. Create one for free! Responses to questions posted on EmpoweringParents. We cannot diagnose disorders or offer recommendations on which treatment plan is best for your family. Please seek the support of local resources as needed. If you need immediate assistance, or if you and your family are in crisis, please contact a qualified mental health provider in your area, or contact your statewide crisis hotline. We value your opinions and encourage you to add your comments to this discussion. We ask that you refrain from discussing topics of a

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political or religious nature. A veteran social worker, she specializes in child behavior issues “ ranging from anger management and oppositional defiance to more serious criminal behavior in teens. In addition, Janet gained a personal understanding of child learning and behavior challenges from her son, who struggled with learning disabilities in school.

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### 5: Preparing for 2nd Grade | Scholastic | Parents

*Although parents tend to assume that second grade is a time when children know the ropes of school and are ready to be handed over to the system, "nothing could be farther from the truth," according to author and educator Jennifer Richard Jacobson.*

Here are some strategies to help you both cope when the going gets tough. Let your kids get frustrated. When kids are having a hard time with homework or a school-related subject, they often explode with anger. Maybe she needs to rant and blow off a little steam. Come back in five minutes and start fresh. Those five minutes could save you an hour of struggle. When kids get very upset about school, the upset may get in the way of their being rational. So wait it out instead of arguing or grilling children about the situation. Once they cool down, you might be able to talk it through. Let your child make his own mistakes. Teachers generally want to know what the child understands, not what the parent understands about the material. Put a time limit on the work. Most teachers will not expect younger kids to work longer than a half-hour on homework from any particular subject, but ask your teacher for a time limit. If homework or a project is turning into a dreaded battle, talk with the school. Help your child learn how to organize himself. This is a life-long skill that can be taught, but it can be challenging to do so. However you can help your child discover the organizational tricks that will work for him by sharing some of your own. Be patient, and try not to place blame. No one ever raised a child without a homework battle. Other times, it may be something they just have to do, and you have to help them find the structure for getting it done.

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### 6: Top shelves for How Is My Second Grader Doing In School? What to Expect and How to Help

*How is my second grader doing in school?: what to expect and how to help How is my second grader doing in school?: what to expect and how to help. by Jacobson.*

Support from parents is key to helping kids do well academically. Here are 10 ways parents can put their kids on track to be successful students. School administrators may discuss school-wide programs and policies, too. Attending parent-teacher conferences is another way to stay informed. These are usually held once or twice a year at progress reporting periods. Meeting with the teacher also lets your child know that what goes on in school will be shared at home. If your child has special learning needs, additional meetings can be scheduled with teachers and other school staff to consider setting up or revising individualized education plans IEPs , education plans , or gifted education plans. Keep in mind that parents or guardians can request meetings with teachers, principals, school counselors, or other school staff any time during the school year. Visit the School and Its Website Knowing the physical layout of the school building and grounds can help you connect with your child when you talk about the school day. On the school website, you can find information about: Special resources for parents and students are also usually available on the district, school, or teacher websites. Support Homework Expectations Homework in grade school reinforces and extends classroom learning and helps kids practice important study skills. It also helps them develop a sense of responsibility and a work ethic that will benefit them beyond the classroom. In addition to making sure your child knows that you see homework as a priority, you can help by creating an effective study environment. Any well-lit, comfortable, and quiet workspace with the necessary supplies will do. Avoiding distractions like a TV in the background and setting up a start and end time can also help. Fourth-graders, for example, should expect to have about 40 minutes of homework or studying each school night. While your child does homework, be available to interpret assignment instructions, offer guidance, answer questions, and review the completed work. But resist the urge to provide the correct answers or complete the assignments yourself. In general, kids who eat breakfast have more energy and do better in school. Kids who eat breakfast also are less likely to be absent, and make fewer trips to the school nurse with stomach complaints related to hunger. If your child is running late some mornings, send along fresh fruit, nuts, yogurt, or half a peanut butter and banana sandwich. Many schools provide nutritious breakfast options before the first bell. Kids also need the right amount of sleep to be alert and ready to learn all day. Most school-age kids need 10 to 12 hours of sleep a night. Bedtime difficulties can arise at this age for a variety of reasons. Homework, sports, after-school activities, TVs, computers, and video games, as well as hectic family schedules , can contribute to kids not getting enough sleep. Lack of sleep can cause irritable or hyperactive behavior and might make it hard for kids to pay attention in class. Be sure to leave enough time before bed to allow your child to unwind before lights out and limit stimulating diversions like TV, video games, and Internet access. Teach Organizational Skills When kids are organized, they can stay focused instead of spending time hunting things down and getting sidetracked. What does it mean to be organized at the elementary level? For schoolwork, it means having an assignment book and homework folder many schools supply these to keep track of homework and projects. Set up a bin for papers that you need to check or sign. Teach your child how to use a calendar or personal planner to help stay organized. It can be as simple as:

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### 7: 10 Ways to Help Your Child Succeed in Elementary School

*A wonderful new series debuts with How Is My First Grader Doing in School?: What to Expect and How to Help and How Is My Second Grader Doing in School? Jennifer Richard Jacobson and Dorothy Raymer present a wealth of material to help you assess your child's abilities in math, reading, and writing.*

April My son has always talked to much in class. Because he is bright and fun, the teachers have complained but let him get away with it. His teachers are writing to me about how disrespectful and disruptive his talking is. I have tried various positive and negative approaches but nothing sticks. He is quickly back to talking in class again. I see lots of advice on the internet from well meaning parents about forms of discipline but very little specific to this issue and this age. The elementary school teachers generally found his impulsiveness difficult. Starting in middle school things improved a bit because he was so engaged in the classroom with what he was learning. In high school almost every report card comments on this- asking him to hold back and let others talk. This, I believe, is not truly a discipline problem -- but rather a difficulty with self-monitoring and self control. It has always been very difficult for my son to not speak all of the thoughts that come into his head. He has gradually improved in the classroom. He continued however, to have difficulty with distractibility and completing assignments. He had testing last summer that resulted in a dx of ADHD and a medication trial. Oddly enough, he is a complete angel at home and with other family members-always has been. I come home, every single day, to a long letter from his teacher, describing all the poor choices my son made that day. My son also has conversations with his classmates while the teacher is speaking, cracks jokes when the class is supposed to be concentrating, and frequently rolls around on the floor during a lesson. I am even not allowing him to go to an upcoming birthday party because he is misbehaving too often all day-every day. I stick to what I say-I am very consistent with him. As I said, he is a complete angel at home, so coming home to these long letters from his teacher puts me in a stressed-out state and I am at my wits end. His teacher is very supportive and I appreciate all the time she takes to work with my son. BTW-His misbehavior does not include hurting other children, and also, his teacher says he is academically gifted. Do I need to have him tested for ADHD, or have I failed as a parent-because somewhere he got the message that he can be a jerk at school and a sweet heart at home? Jekyll and Hyde in Lamorinda Your academically gifted child is bored. That is all there is to it. I suggest you check out some gifted mailing lists and websites for help with gifted kids and school issues. Families who have gone through the same things can have a lot of good advice. I had this same problem when I was in 3rd grade, really acting up in class but not hurting the other kids. I was moved to a different class with a different teacher more challenging and my behavior improved immediately. Reformed Class Clown First of all, please stop blaming yourself! All of the behaviors you listed are very age-appropriate. I am a first grade teacher, and I see all of those behaviors daily. MOST first graders act differently at home than they do at school. And most of them are very active. They test the same boundaries over and over. These are all developmental characteristics of 6 and 7 year olds. It sounds like the frequency of the behaviors is the problem. One way for you to try to help your son see this would be to set up a chart where he or the teacher, or a combination of both would put a check mark each time he interrupted a lesson. They could do this for a whole day, or just for an hour. The important next step in the process would be to talk to him after school and set a goal for the next day. Make it an easy goal. For example, if he interrupted 25 times in 1 hour, ask if he thinks he can keep it down to 23 times the next day. He will feel motivated by how easy that goal is, and he will probably interrupt even less. Keep resetting the goal each day until the number is where you want it. This tactic is very philosophically different from on-the-spot rewards and punishments. It empowers the child to make the change with no immediate reinforcement either way. The problem with immediate punishment is that unless it is given every single time he does something against the rules and no teacher of a class larger than 2 notices everything, it actually perpetuates the behavior. Another thing you need to consider is if this school is a good match for your son. It sounds like your son has a lot of energy like

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most first graders. Does his school have ample time to run and play? Are lessons active, or do they do mostly seatwork? Do you think he is being challenged in the ways you would like? First grade energy is a blessing, not a curse! The school must apply appropriate consequences for misbehavior at school. Imagine it were the other way around, as is more common: Are you sure this teacher is a good fit for him? What are her theories about his misbehavior? My son would act up at school all the time. He would disrupt other students, make loud noises, laugh at the teacher when she was giving instructions. My husband and I have never seen this behavior from him at all at home. His teacher suggested we test him for ADHD. The testing process requires you and his teacher to fill out different questionnaires on the child's behavior. Then the questionnaires are scored by the doctor. In case the scores were too low to even have my son tested. Meaning that my son only acted up at school and not at home. We were back to square one. My son's doctor asked how he was doing academically. We told her very well. The doctor suggested that my son might be bored in school and that is why he is acting up, that maybe he should be given more of a challenging work load than the other students to see if his behavior will improve. Now at 9 years old he is in 4th grade with his friends and doing 5th grade math, reading, social studies and science. He is a happy kid. He never disrupts the class at all. Talk to your son's teacher to find out if he is bored in his school work. Maybe she can give him harder work to keep him busy. That may help with some of the problems. I would also suggest you look into martial arts. We have wonderful teachers, we are right off the freeway 5 minutes from Lamorinda-we have lots of Lamorinda students and we really focus on listening and behaving at home and at school. That is a HUGE incentive for him to behave in school. There are several children in the program that have improved their behavior at school tremendously after a little time in our program. Kristi This is a complex situation. I think you have to sort out several things independently before you will be able to come to any conclusions. I think the first thing to do is start volunteering in the classroom at least 2 x per week- immediately. You have to get in there and see what is actually going on. Better yet, find out if there is any way you can observe your son without him seeing you. That will give you the most objective data. If you absolutely cannot get in there yourself, hire a psych. Some alarm bells went off for me about the teacher. How does a teacher have time to write a long note every day about all the things a kid does that are wrong? My alarm bells also went off questioning her classroom management and discipline skills. Next, you have to take a look at your son. He is a young first-grader. His social maturity may not be quite there. He could also just be bored. If he had a learning disability I would say he is displaying avoidance behaviors. Avoidance behaviors are the result of the child who is in the wrong situation, or the wrong learning style is being used, etc. The problem is that those avoidance behaviors, which are really a clue about what is wrong in the classroom, are often used to label the kid as the problem, and the school refuses to look at itself. The other problem is that left unchecked, those avoidance behaviors will become habit and then it WILL become his fault as it becomes his personality. But for now you must not blame him in any way - he is merely giving you clues in the only way he knows how. In looking at him, you must first determine if there is an organic cause.

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## 8: What to expect in second grade | Parenting

*Help!" "What can I do to make sure my child is prepared for the pressures of middle school?" You may have breathed a sigh of relief when your child entered fourth grade, thinking that "As the parent of a fourth-grader, you may be asking yourself: " "How can I stop the battles over doing math homework?"*

Elementary School By second grade, your child is getting the hang of the school routine and is starting to be a more confident student. Second grade is a wonderful year of self-discovery and blossoming independence. Here are the basics of what your second grader should know this school year: Reading Children in second grade are becoming fluent readers in chapter books. The DRA is a standardized reading test commonly used in schools in the U. They also should be able to: Read and comprehend main ideas. Retell what happened in a story including main ideas, details about characters, setting and events. Self-select just-right reading materials. Make connections to their own background knowledge. Your second grader should be able to: Write in complete sentences with appropriate punctuation. Use capital letters correctly. Write stories with a beginning, middle and end. Be able to do basic research from a non-fiction book. Understand and use first-person and third-person point of view. Edit his or her own writing for spelling and punctuation. Kids in second grade math will: Learn about even and odd numbers. Use tally marks to count by five. Read and make graphs. Write numbers in word form. Add two and three digit numbers. Subtract two and three digit numbers. Know the order of addition and subtraction operations. Know the addition and subtraction fact families. Start learning multiplication and division fact families. Round whole numbers to the nearest Know place value to the thousands. Understand money including coins and bills, counting, adding and subtracting money. Be able to measure length, weight and passage of time. Tell time to the nearest five minutes. Recognize two-dimensional geometric figures. Social Studies School districts often differ when it comes to second grade social studies. However, generally, kids will learn about their communities and the different regions in their country, as well as continents and oceans. Science As with social studies, science curriculum depends on your school district. Most often, second grade scientists will be required to make predictions, find patterns in nature and learn about the Earth and its natural resources. Is Your Child at Grade Level? For more information, visit your local Sylvan Learning center today! Looking for additional information on what your second grader should know? Check out these resources below:

## 9: Second Grade . Grade-by-Grade Learning Guide . Education | PBS Parents

*Teachers do not need to spend as much time getting kids used to the school routine as those skills will carry over from 1st grade. But 2nd grade teachers will probably expect more from their students, and children may find they have additional responsibilities in the classroom.*

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