

## What Is My Child Learning?

### Unit Themes

Your child is learning ways to improve when they're learning a new skill and ways to keep going when they make a mistake or face a challenge. Second graders share what they can do to help themselves learn new skills—for example, asking for help, practicing, and trying hard. They also learn that mistakes can help us figure out what's not working, so we can make changes, try again, and do better the next time. Toward the end of the unit, students practice identifying and changing unhelpful thoughts ("I can't do this") into helpful thoughts ("I can't do it yet!").

### Why is it important?

Research shows that children who learn the skills in this unit are more likely to:

- **Make positive choices**
- **Experience greater well-being**
- **Contribute to a better school environment**

I'VE GOT THIS!



## Practice at Home

### What to Look For

**Notice and praise your child when they are working hard to learn something.** Focus on the effort they're putting into learning and the strategies they're using to improve. For example, when they ask for help, when they practice, or when they keep trying even through mistakes and challenges. You can say, **You tried really hard and kept practicing so you could learn how to ride your scooter. You're getting better and better!**

### Try This!

**Practice:** Help your child choose a task or a skill they would like to learn to do independently. For example, reading a story, caring for a pet, or drawing a favorite animal. Set aside a few minutes each day for them to practice. Remind them to ask for help when needed and use helpful thoughts to keep going. Don't forget to tell them that if they practice and try hard, they'll get it!

**Discuss:** When your child is doing something challenging and makes a mistake, ask, **What do you think isn't working? What's a small change you can make the next time? What are some helpful thoughts you could say to yourself to help you keep trying?**

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Your child is learning more words to describe different feelings. When we feel good after we do something hard, that's feeling proud. When something doesn't happen the way we wanted, we might feel disappointed. Second graders are also learning a new way to help themselves feel calm. Thinking of things that make them smile, like a favorite pet, or saying nice things to themselves like, "I've got this," can help when they feel worried or disappointed.

### Why is it important?

Research shows that children who learn the skills in this unit are more likely to:

- ▲ Be better learners
- ▲ Build stronger relationships
- ▲ Have higher self-esteem
- ▲ Be better problem-solvers



## Practice at Home

### What to Look For

**Notice and praise your child when they help themselves feel calm without help from an adult.** You can say, **When you were upset, I saw you get calm all by yourself. Good job!** Your child may know a variety of ways to feel calm, such as slow breathing, slow counting, or saying something like, "I believe in me," to themselves.

### Try This!

**Discuss:** Each week, ask your child, **When did you feel proud this week?** Share your own examples of times you felt good about yourself after doing something hard. For example, **I felt proud when my coworkers and I helped a lot of customers during a busy time at the store yesterday.**

**Practice:** Help your child think of things that make them smile or that they can say to themselves to feel better when they're upset, disappointed, or worried. They can draw pictures, make a list, or create a booklet to look at when they need it.

**What Is My Child Learning?****Unit Themes**

Your child is learning what empathy is, how it is connected to kindness, and ways your child can show empathy and kindness to others. Second graders learn that having empathy means feeling or understanding what someone else is feeling. Toward the end of the unit, they practice using empathy to think of kind acts they can do for others at school or elsewhere.

**Why is it important?**

Research shows that children who learn the skills in this unit are more likely to:

- **Build stronger relationships**
- **Engage in positive behaviors**
- **Avoid aggressive behaviors**
- **Be more connected and compassionate**

**Practice at Home****What to Look For**

**Notice and praise your child when** they notice how others are feeling and respond with kindness and empathy. You can say, **You saw that your brother was sad because he didn't have any crayons, so you gave him some of yours. Good job having empathy and doing a kind act to help him feel better!**

**Try This!**

**Discuss:** When reading books or watching a show, help your child practice having empathy for the characters. Ask, **How do you think that person feels?** or **What's a kind act that would help them feel good?**

**Practice:** After your child has practiced using empathy to think of a kind act to do for others at school, have them think of a kind act they can do for someone they know. For example, an elderly relative, a neighbor who lives alone, or a friend who isn't feeling well.

## What Is My Child Learning?

### Unit Themes

Your child is practicing ways to solve interpersonal problems, like when two friends want to play with the same basketball or when someone makes a mess by accident. Second graders learn to describe a problem respectfully, without using blame words such as “You always . . .” or “You never . . .” They also come up with multiple solutions for a variety of problems, including those caused by accident. Toward the end of the unit, they practice identifying what different people might want or need and selecting the best solution for different problems.

### Why is it important?

Research shows that children who learn the skills in this unit are more likely to:

- ▲ **Make positive choices**
- ▲ **Experience greater well-being**
- ▲ **Contribute to a better school environment**



## Practice at Home

### What to Look For

**Notice and praise your child when they take steps to solve a problem.** For example, when they discuss different solutions to a problem or say how they would feel and what they would want if they were in another person’s shoes. You can say, **It was great that you noticed Saya was alone and invited her to play too. I can tell you were thinking about how you would feel if you were her.**

### Try This!

**Practice:** If problems or disagreements arise—for example, between siblings or friends—remind your child to describe the problem respectfully. Ask, **What’s the problem? How can you say it without blame?**

**Discuss:** When reading books or watching a show, help your child practice thinking of several possible solutions to a problem and talk about which one **could solve the problem?** and **Which solution do you think would work better than the others? Why do you think that would work better?**