

# Grade 2, Unit 1

## Lesson 1: Being Respectful

### Home Link



**What Is My Child Learning?**  
Your child is learning how to be respectful at school.

**Why Is It Important?**  
Being respectful helps children be better learners.

**Ask your child: How do you behave respectfully at school?**

**Read Together**

There are many ways to be respectful at school. You can:

- Be kind and polite
- Take turns
- Pay attention and listen to the speaker
- Raise your hand to speak

When you're being respectful, you're thinking about how others want to be treated and treating them that way. Thinking about how you would like to be treated will help you decide how to treat others.

**Practice Together: Record of Respect**

1. Discuss with your child ways he or she showed you or others respect today.
2. Write examples of the respectful behavior below.
3. If you want, you can use the back of this paper to add more.

Today I showed respect by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Grade 2, Unit 1

## Lesson 3: Using Self-Talk

### Home Link



**What Is My Child Learning?**  
 Your child is learning and practicing four Skills for Learning: focusing attention, listening, using self-talk, and being assertive.

**Why Is It Important?**  
 Using Skills for Learning helps children be better learners. Self-talk helps children stay focused and on task.

**Ask your child: When do you use self-talk to help you be a better learner at school?**

**Read Together**

Using Skills for Learning helps you be a better learner. You've been learning to focus your attention, listen, and use self-talk. Focusing your attention and listening show respect.

This week, you practiced self-talk. Self-talk is talking to yourself in a quiet voice or in your head. Using self-talk helps you stay focused and on task and manage distractions.

**Practice Together: Distraction Detectives**

1. Go to the room where your child usually does his or her homework and pretend you're *both* second-grade students working on a homework assignment.
2. Become distraction detectives! Walk around the room and identify things that could distract you (such as television, computer, toys, or siblings).
3. For each distraction, decide on self-talk you could use to stay focused and on task.
4. Say your self-talk out loud and write it down below. Use the back of this paper if you need more space.

Distraction	Self-Talk

# Grade 2, Unit 2

## Lesson 5: Identifying Feelings

### Home Link



**What Is My Child Learning?**  
Your child is learning to identify others' feelings based on physical, verbal, and situational clues.

**Why Is It Important?**  
Identifying how others feel will help children have empathy for them.

**Ask your child:** How do you show *interested* on your face and body? What about *worried*?

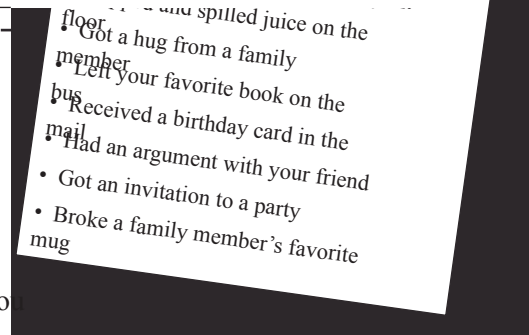
#### Read Together

There are many different feelings. Some are comfortable, and some are uncomfortable. All feelings are natural. You can focus your attention on someone's face or body and on the situation for clues about how that person is feeling.

#### Practice Together: Feelings Photographer

Take turns pretending you're a feelings photographer!

1. Choose a scenario and read it to the person you are going to photograph.
2. Have that person show a feeling using his or her face and body.
3. Pretend to take a photo.
4. Name the feeling of the person whose photo you took, and say how you would feel.
5. Have the person who showed the feeling tell you if you're right.



Now have your child choose a feeling and write it in one of the boxes below, while you do the same. Then draw a picture of yourself showing your feeling above the word you wrote, and have your child do the same.

**Child**

I feel \_\_\_\_\_

**Adult**

I feel \_\_\_\_\_

# Grade 2, Unit 2

## Lesson 7: Feeling Confident

Home Link



**What Is My Child Learning?**  
Your child is learning that people can have different feelings about a situation, and that these feelings can change.

**Why Is It Important?**  
Understanding similarities and differences between their own feelings and other people's feelings helps children have empathy for others.

**Ask your child: What is it called when you feel or understand what another person feels?**  
*Second Step* answer: Having empathy.

**Read Together**  
*Empathy* means feeling or understanding what someone else is feeling. Noticing how others feel and understanding that their feelings change helps you have empathy.  
Practicing helps your brain grow stronger so you can feel more confident about how well you do something.

**Practice Together: Choral Clapping**

Child:

1. Teach the adult the Choral Clapping game you learned at school.
2. Lead the adult in the game.
3. Notice how your feelings change each time you lead the game.
4. Rate how confident you feel about leading the game after each practice. Does your confident feeling grow?

Adult:

1. Learn the Choral Clapping game from your child. (Child begins a steady clapping rhythm, and you clap on every third beat.)
2. Practice the game together.
3. Notice how your feelings change each time you practice the game.
4. Rate how confident you feel about playing the game after each practice. Does your confident feeling grow?

Child: Rate Your Confidence in Leading the Game			
Great			
Good			
So-So			
	<b>Practice 1</b>	<b>Practice 2</b>	<b>Practice 3</b>

Adult: Rate Your Confidence in Playing the Game			
Great			
Good			
So-So			
	<b>Practice 1</b>	<b>Practice 2</b>	<b>Practice 3</b>

# Grade 2, Unit 2

## Lesson 9: Showing Compassion

### Home Link



**What Is My Child Learning?**  
 Your child is learning that people can show their compassion for others by saying something kind or doing something helpful.

**Why Is It Important?**  
 Learning about how to show compassion for other people helps children take action on their feelings of empathy.

**Ask your child: How do you show compassion for others at school?**

**Read Together**  
 When you have empathy for others, you can say or do many things to show your care and concern. Showing care or concern for others is called *compassion*.  
 Saying something kind or doing something helpful for others are examples of showing compassion.

**Practice Together: Compassion at Home**


1. Work together to write examples of things you have done or said or could do or say to show compassion to others at home. There are examples to get you started.
2. Talk about how showing compassion made you feel in those situations.

Compassion Looks Like	Compassion Sounds Like
Helping a family member bring in some heavy groceries.	Telling family members you care about them when you notice they are feeling sad.

# Grade 2, Unit 3

## Lesson 11: Introducing Emotion Management

Home Link

	<p><b>What Is My Child Learning?</b> Your child is learning to focus attention on his or her body to get clues about how he or she feels.</p>	<p><b>Why Is It Important?</b> Thinking about feelings helps the thinking part of the brain start to get back in control. This helps children manage strong feelings.</p>
	<p><b>Ask your child: Where do you feel strong feelings in your body? Point to the places.</b></p>	

**Read Together**

When you have strong feelings, it's hard for your brain to think. The feeling part of the brain can take over! When this happens, it's like you "flip your lid" or lose control of the thinking part of your brain. Try to focus your attention on your body for clues about how you're feeling. This gets your brain thinking again, so it can start to take back control.

**Practice Together: Don't Flip Your Lid!**

1. Read "How to Make a Hand-Brain" (below) and practice together.
2. Pick a feeling from the list below and think of a time you felt it strongly.
3. Make a hand-brain that has flipped its lid.
4. Think and talk about where you feel that feeling in your body.
5. Fold your fingers back over your thumb as you get back control.
6. Try another feeling!



How to Make a Hand-Brain	
Description	Action
Imagine your hand is your brain.	Hold your hand up, palm facing away from you.
The thumb is like the <i>feeling</i> part of the brain.	Fold thumb in on top of palm.
Your fingers are like the <i>thinking</i> part of the brain.	Fold fingers over thumb.
When you feel strong feelings, it's like you flip your lid.	Flip up fingers.
The feeling part of the brain takes over.	Wiggle thumb.

**ANGRY**      embarrassed      **EXCITED**  
**WORRIED**      disappointed

## Grade 2, Unit 3

### Lesson 13: Handling Making Mistakes

*Home Link*



#### What Is My Child Learning?

Your child is learning to manage strong feelings by saying a stop signal, naming his or her feeling, and using different Ways to Calm Down.

#### Why Is It Important?

When their strong feelings are under control, children are better able to think clearly and pay attention.

**Ask your child: What are the Calming-Down Steps for strong feelings?**

#### Read Together

When you feel strong feelings, you can use these steps to help you calm down:

1. Stop—use your signal
2. Name your feeling
3. Calm down:
  - Breathe
  - Count
  - Use positive self-talk

#### Practice Together: Belly-Breathing Basics

1. Read “How to Belly Breathe” (above right).
2. Practice together.
3. Pick a feeling from the list below.
4. Think of a time you felt that feeling in a strong way.
5. Say a stop signal and name the feeling.  
(For example: “Relax! I feel frustrated.”)
6. Practice belly breathing to calm down.
7. Try with another feeling.

**irritated**

**SCARED**

**anxious**

**upset**

**FRUSTRATED**



# Grade 2, Unit 3

## Lesson 15: Managing Anger

### Home Link



**What Is My Child Learning?**  
Your child is learning to manage strong feelings, such as anger, by using the Ways to Calm Down.

**Why Is It Important?**  
When their strong feelings are under control, children are better able to think clearly and avoid hurting others people's bodies or feelings.

**Ask your child: Why is it important to calm down angry feelings?**

#### Read Together

Everyone gets angry sometimes. Feeling angry is natural, just like all feelings are natural. You can use the Ways to Calm Down to help you manage your anger so you don't do something hurtful. After you stop and name your feelings, try one or more of the following Ways to Calm Down.

- Belly breathing
- Using positive self-talk
- Counting



#### Practice Together: It Adds Up to Anger!

Everyone feels anger in different places in their bodies. For this activity, decide what physical signs add up to anger for each of you.

1. Think about the last time you felt really angry.
2. Read the "Physical Signs of Anger" list.
3. Decide which signs match how you felt the angry feeling in your body.
4. Write the signs you chose in the spaces below. Add your own physical sign if it's not on the list.
5. Now practice using the Ways to Calm Down.

C H I L D		+
		+
	<b>= ANGRY</b>	

A D U L T		+
		+
	<b>= ANGRY</b>	



## Grade 2, Unit 4

### Lesson 17: Solving Problems, Part 1

### Home Link



#### What Is My Child Learning?

Your child is learning to use steps to solve problems. Saying the problem without blame is the first step.

#### Why Is It Important?

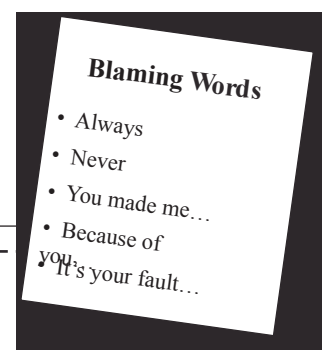
By following the Problem-Solving Steps, children are more likely to come up with prosocial solutions to problems.

**Ask your child: What is the first Problem-Solving Step?**

#### Read Together

Everyone has problems—at home, school, or work—that need solving. Using the Problem-Solving Steps helps you come up with a lot of safe and respectful solutions to choose from.

But wait! Before you can come up with solutions, you've got to say the problem respectfully. That means saying the problem without blame. Saying the problem in a way that blames the other person can cause hurt and angry feelings, and no one wants to feel hurt or angry. When people are hurt or angry, it's even harder to solve the problem.



#### Practice Together: Step Together

Saying the problem without blame is not easy. The first step is to be able to recognize blaming words. Do this activity together to practice finding blaming words.

1. Stand face-to-face, then each take two steps back.
2. Adult: Read a problem statement from below.
3. Child: Listen for an example or examples of blaming words.
4. Child: Say the blaming words out loud, then take one step toward your adult.
5. Continue reading problems and finding blaming words until you step together again.
6. Give each other a high five! Switch roles and play again!

#### Problem Statements

1. He is always hogging the remote control, so I never get to watch what I want.
2. You never hurry up when we need to get somewhere quickly!
3. This dress is ruined because of her making me spill milk all over it.
4. You made me forget to bring the book by distracting me with all your chatter.
5. You never let me eat what I want for breakfast.

# Grade 2, Unit 4

## Lesson 19: Taking Responsibility

### Home Link



**What Is My Child Learning?**  
Your child is learning to use steps for solving problems.

**Why Is It Important?**  
Using Problem-Solving Steps helps children solve difficult problems, like taking responsibility for hurtful actions.

**Ask your child: What are the Problem-Solving Steps?**

#### Read Together

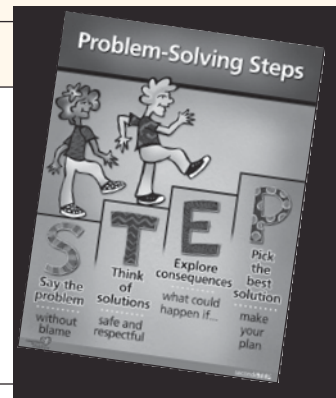
When you have a problem, using the Problem-Solving Steps can help you remember what to do!

S: Say the problem.

T: Think of solutions.

E: Explore

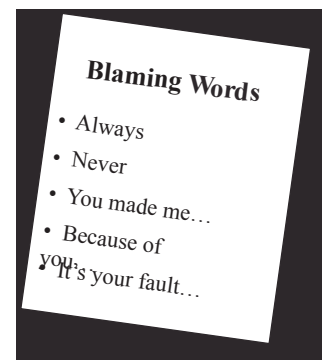
consequences. P: Pick the best solution.



#### Practice Together: Step Up

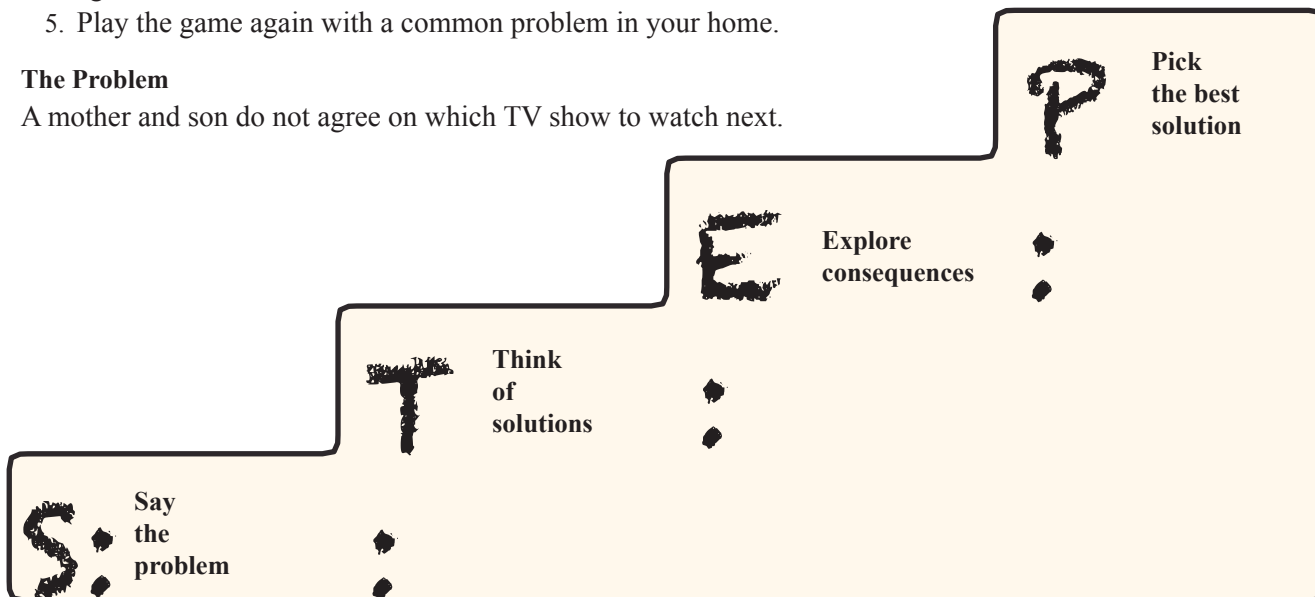
Practice using the Problem-Solving Steps to solve a problem!

1. Read the problem below.
2. Stand together in front of something you can step up onto, such as a stair step, stool, box, or crate.
3. Apply each of the Problem-Solving Steps to the problem.
4. Every time you finish a step, step up onto your object and then back down again.
5. Play the game again with a common problem in your home.



#### The Problem


A mother and son do not agree on which TV show to watch next.



# Grade 2, Unit 4

## Lesson 21: Playing Fairly on the Playground

*Home Link*

	<p><b>What Is My Child Learning?</b> Your child has been learning skills to be a better learner and get along with others.</p>	<p><b>Why Is It Important?</b> These skills will help children be more successful in school, at home, and later in life.</p>
	<p><b>Ask your child: How has what you've learned in your <i>Second Step</i> lessons helped you at school? How can you practice these skills at home so you keep getting better?</b></p>	

**Read Together**

During your *Second Step* lessons, you've been learning and practicing skills to help you learn and get along better with others.

Every week, you filled out a Weekly Skill Check to keep track of what you learned, where you practiced, how much more you needed to practice, and where you would practice in the future. Today you'll show these to me to celebrate your learning!

**Practice Together: Check Me Out!**

1. Look at the portfolio of Weekly Skill Checks completed over the year.
2. Review what was learned and practiced each week.
3. Now it's time to reflect on how much you've learned and improved!

Child:

Choose one skill in each category that you've improved on a lot, and write it in the upper box.  
Choose one skill in each category you'd still like to practice some more, and write it in the lower box.

Adult:

Help your child determine which skills he or she has improved on and which need more improvement. Refer to the Check Up on the Weekly Skill Checks for guidance.

Skills for Learning	Empathy	Emotion Management	Problem Solving
Something I improved on a lot was:	Something I improved on a lot was:	Something I improved on a lot was:	Something I improved on a lot was:
Something I can improve on more is:	Something I can improve on more is:	Something I can improve on more is:	Something I can improve on more is: