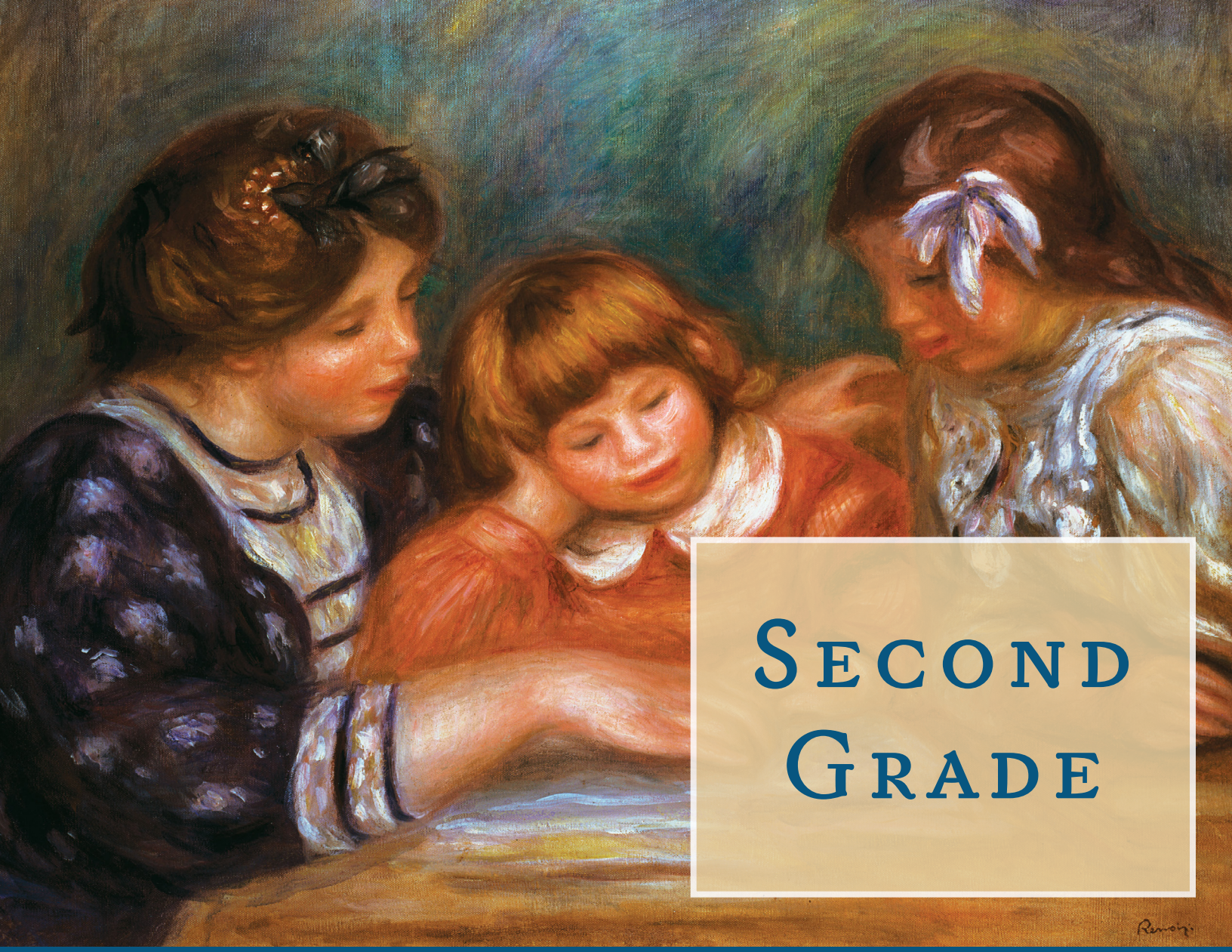


Second Grade

Interactive Guide

Includes printable sample lessons!

Welcome!

If you are new to CHC, or new to homeschooling, welcome! If you aren't sure of how this adventuresome path begins, we invite you, with this Second Grade Guide, to sample a "taste" of CHC's gentle approach to gain confidence that, as it has for thousands of other families, the CHC approach will work for you, too. Within this guide you'll find a virtual "tour" of those special and well-loved materials which are written by experienced homeschool parents and distributed exclusively by CHC.

Did you know that we homeschool, too? Do we understand what it's like to feel pressed for time to fit in all the tasks that go along with being wife, mother, homemaker, and homeschooler? You bet!

Our years of homeschooling, preschoolers to high schoolers, have led to the development of academically solid materials that are time-proven to enrich the homeschooler, both academically and spiritually, *without being burdensome to mom or students*.

In fact, it is CHC's philosophy that *homeschooling should be a joyful, natural offshoot of parenting and family life, not a "weight" to be dragged along the path throughout childhood!* CHC lifts the burden, but keeps the family on the path.

During our schooldays, our family marvels at God's loving guidance, resulting in the academic and spiritual growth that we have seen in our children over the years. Like you, we look forward to more of those *aha!* moments when the spark of understanding flashes in wide eyes, when the excitement of discovery bursts into shared smiles and bubbles throughout the family.

We are grateful, not only for the business interactions that we have with you, our "CHC family," but the dear friendships and mutual support that have developed between us. It is our prayer that we can continue to serve you, as all of us, the entire "CHC Family," work together to win Heaven, educating for eternity.

Your CHC Family

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CHC Typical Course of Study

Second Grade

LANGUAGE ARTS

- Increased reading proficiency; reading for comprehension
- Spelling and vocabulary development: compound words, homophones, synonyms, and contractions
- Building language skills: capitalization, punctuation, sentence structure, nouns, verbs, adjectives, pronouns, and prepositions
- Encyclopedia and research skills
- Writing complete sentences and short paragraphs, stories, and letters
- Master manuscript printing

MATHEMATICS

- Counting, reading, and writing to 1,000; counting by 2s, 3s, 4s, 5s, and 10s
- Addition and subtraction facts to 999
- Multiplication facts through 5 x 5
- Fractions (½, ⅓, ¼); geometry (polygons, symmetry)
- Measurement (units of measure, perimeter, area); temperature
- Telling time to the minute; calendar (days of week, months of year)
- Place value to 3 digits
- Working with money through $5; adding, subtracting, and multiplying money
- Graphing: tables, bar graphs, picture graphs
- Problem solving (selecting correct operation, using data)

SCIENCE

- Awe and appreciation for the wonders of God's creation
- Simple machines and work: levers, inclined planes, screws, wedges, wheels
- Kinetic and potential energy
- The water cycle: evaporation, condensation
- Natural resources: conservation, erosion, soil
- Geology: layers of the earth, kinds of rock, minerals, volcanoes
- Marine life: marine plant life, ocean food chain, marine vertebrates and invertebrates, birds, reptiles, and mammals

SOCIAL STUDIES

- Continents and oceans
- Geography terms
- Map and globe skills
- Topography and climate
- Animals, landmarks, saints, and culture of each continent
- Recognition of responsibility to universal family of God

RELIGION

- Basic catechetical truths and participation in the life of the Church and liturgical seasons
- Preparation for the Sacraments of Penance and Holy Communion
- Practical, living faith: sacrifice, obedience, prayer, charity, forgiveness

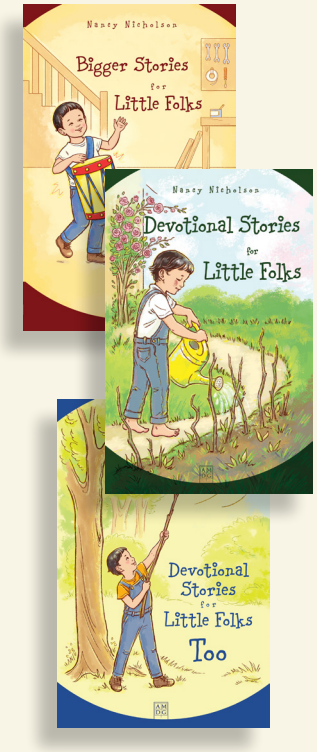
NON-CORE SUBJECTS

Please note: These sample pages are provided for review purposes only. Sample pages are not complete lessons. View more product details and reviews @ www.chcweb.com. All content is copyright © 2025 Catholic Heritage Curricula. • 1-800-490-7713

Second Grade Materials Guide

TITLE	CONSUMABLE	NONCONSUMABLE*
CORE SUBJECTS		
Bigger Stories for Little Folks		✓
Devotional Stories for Little Folks		✓
Devotional Stories for Little Folks, Too		✓
My Catholic Speller, Level A	✓	
Language of God, Level A	✓	
MCP Mathematics, Book B: Student	✓	
MCP Mathematics, Book B: Teacher		✓
Behold and See 2	✓	
Faith and Life 2 Student Text		✓
Faith and Life 2 Activity Book	✓	
Faith and Life 2 Answer Key		✓
Preparing to Receive Jesus: Book		✓
Preparing to Receive Jesus: Packet	✓	
Explore the Continents	✓	
7 Continent Maps	✓	
Children's Catholic Encyclopedia of Geography		✓
DAILY LESSON PLANS		
CHC Lesson Plans for Second Grade	✓	
NON-CORE SUBJECTS		
Art Masterpieces: Nature Collection	✓	
Art Prints: Nature Collection	✓	
Catholic Heritage Handwriting, Level 2	✓	
Map Skills, Level B Student Workbook	✓	
Map Skills, Level B Teacher's Guide		✓
Coloring with the Saints	✓	
Bigger Stories Coloring Book	✓	
Devotional Stories Coloring Book	✓	
Devotional Stories Too Coloring Book	✓	
Onions in My Boots		✓
Making Music Praying Twice		✓

*Denotes a non-consumable title. May be used by more than one student, and often for more than one grade level.



Language Arts : : Reading and Comprehension

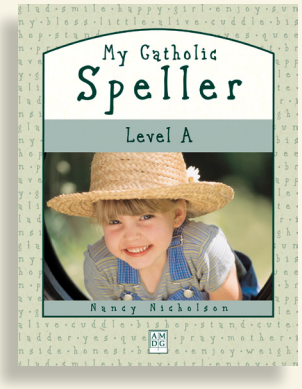
Lessons in Second Grade are based on the assumption that the student has completed *Little Stories for Little Folks* or a comparable phonics program. With daily reading, your child's reading skills are further developed and encouraged.

Bigger Stories for Little Folks is a comfortable "half step" between *Little Stories for Little Folks* and *Devotional Stories for Little Folks.*

Samples:
- Sample review and first page of story, pages 8–9

Devotional Stories for Little Folks and *Devotional Stories for Little Folks, Too* build on the strong phonics foundation by adding vocabulary and comprehension questions. Faith and family-centered themes offer reading practice as well as a springboard for family discussion of faith and character issues.

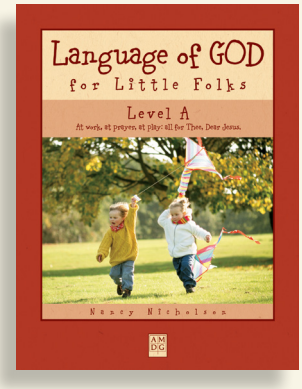
Samples:
- Introduction, page 10
- Topical Index, page 11
- Sample stories, pages 12–13



Language Arts : : Spelling and Phonics

My Catholic Speller Level A follows and reviews the phonics sequence presented in *Little Stories for Little Folks*, thus providing valuable repetition that is so necessary in the early grades. The repetition and expanded practice are designed not only to build spelling skills but also to reinforce reading proficiency. Before beginning Level A, it is recommended that the student be able to identify, *both* by name and most common sounds, all vowels and consonants.

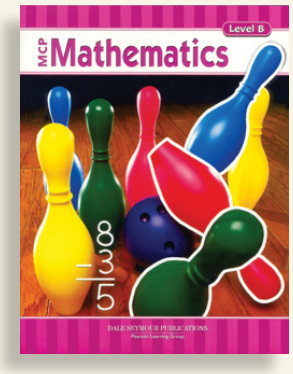
Samples:
- Lesson Ten, pages 14–15
- Lesson Twenty-Nine, pages 16–17



Language Arts : : Grammar and Composition

Language of God for Little Folks is designed to provide the Catholic child with a simple introduction to basic English and grammar skills in the context of our Holy Faith. It is also designed with the teacher in mind: No teacher's manual is required because all necessary information, including a removable answer key, is contained within the pages of the student worktext.

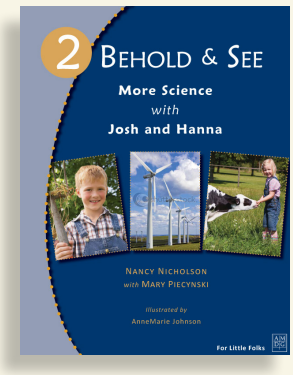
Samples:
- Table of Contents, pages 18–19
- Sample lessons, pages 20–21



Mathematics

MCP Mathematics Level B: This series from Modern Curriculum Press provides all core mathematics knowledge needed for each grade level and lays a solid foundation for future grades. The Teacher's Manual is highly recommended.

Samples:
- Sample Worksheet, page 22
- Sample from Teacher's Manual, page 23



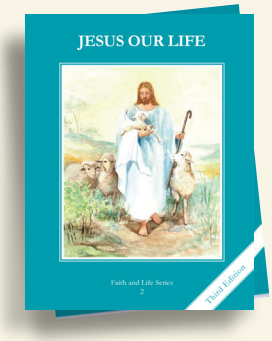
Science

Behold and See 2: More Science with Josh and Hanna is a Catholic science text that presents to the child both Creation and Creator, in a context familiar to the child: the family. Activities that follow lessons reinforce and bring topics to life in little hands and minds. Through these lessons, children learn the scientific method of observing, comparing, grouping, and measuring change.

Topics include: simple machines, work and energy; the water cycle; natural resources; geology; and marine life.

Behold and See 2 users need no additional workbooks, teacher's manuals, or answer keys; all lessons, activities, and explanations are found within the worktexts.

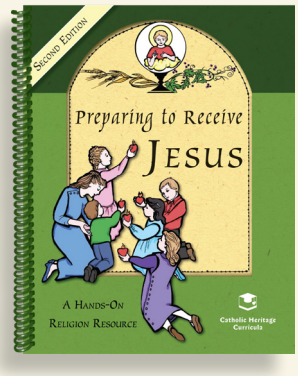
Samples:
- Table of Contents, pages 24–25
- Lesson excerpt and sample activity, pages 26–27

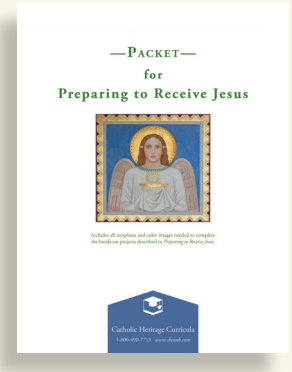


Religion : : Catechism

Faith and Life Grade 2, Jesus Our Life: This beautiful religion series is solidly Catholic and attractive. Hands-down favorite catechism for homeschooling families. The inspiring Student Text includes well-written lessons, questions, and prayers. The Activity Book provides creative activities for review and reinforcement of each lesson.

Samples:
- Student Book: Samples from Chapter 28, page 28
- Activity Book: Samples from Chapter 28, page 29





Religion : : Hands-On

If your child is making his First Holy Communion this year, this hands-on student resource is highly recommended as a way to actively involve your child in preparing to receive Jesus. The course includes many hands-on activities and inspirational stories designed to help your child "take to heart" the lessons he is learning in his catechism. The course is not intended to replace your child's catechism lessons but to develop and enrich them.

Sections in this resource: *Reconciliation, Holy Mass, Preparing Our Hearts to Receive Jesus*. Lessons are designed to be completed at a rate of one per week, for 21 weeks, but they can be accelerated to several lessons per week if need be.

The **revised, second edition** consists of two parts:

The non-consumable BOOK contains the inspirational short stories and lesson-by-lesson directions for completing the hands-on projects.

The full-color consumable PACKET includes the Holy Mass Book Project templates, color images, and other illustrative materials needed to complete the projects described in the Book.

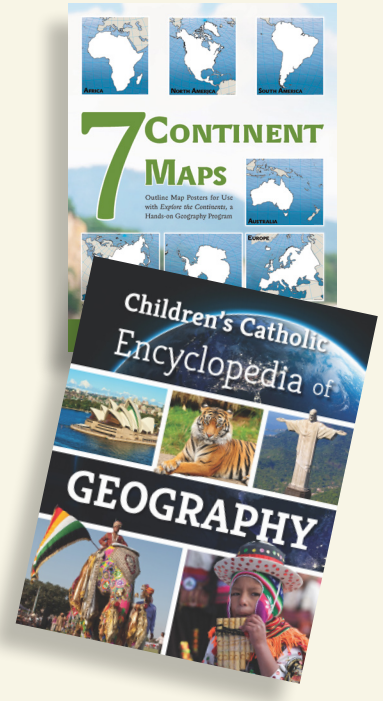
A family or group using *Preparing to Receive Jesus* will only need to purchase one Book, while each student using the course will need his own Packet.

Samples:
- Book: Sample lesson outline, page 30
- Packet: Sample activities, page 31



Social Studies

Explore the Continents introduces the geography, wildlife, landmarks, saints, and cultures of the seven continents. Using 7 Continent Maps, the program centers around the creation of colorful poster displays that engage the student's interest and pull together the many facts he is learning about each continent.

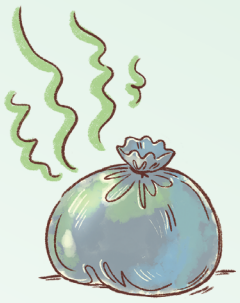


Children's Catholic Encyclopedia of Geography is a reference tool featuring all the people, places, and things your student will need to complete the research in *Explore the Continents*. There is no need to monitor your child's internet use or worry about biased information in secular reference materials!

Samples:
- Example of completed continent poster, page 32
- Excerpts from the section on South America, pages 33–35

Practice before Reading...

One Man's Treasure, Part 2

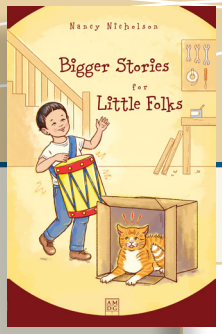


Let's Review

Practice reading these words with Dad or Mom before reading the story.

expect	insect
pirate	treasure
tearfully	confused
important	interested
astonished	enough
doubt	

Bigger Stories for Little Folks was written to follow in sequence the *Little Stories for Little Folks*. A child who has completed *Little Stories for Little Folks* is reading at second or third grade level [depending on the standards of the local school district or state]. *Bigger Stories* begins where *Little Stories* leaves off; the student who has just completed *Little Stories* should slide with ease right into *Bigger Stories*, which is appropriate for a second grader utilizing the CHC program.





One Man's Treasu

Part 2

Greg was tired of digging for buried treasure. That was enough work for the day, he decided. As he walked around the corner of the cow's stall, he saw Meg right in

Click here to view more samples!



Help!

- My children think that it's Mom's job to do all the housework; how can I motivate them to help?
- What do I do with a child who is reluctant to go to confession?
- My daughter is usually a good kid, but she can be so sneaky at times; help!
- How do I explain or teach any of these lessons without having my children's eyes glaze over?

Answer:

Teach your children with stories that they will love! All of these topics and more are addressed in *Devotional Stories for Little Folks* and *Devotional Stories for Little Folks, Too*. These little books will say what you want to say, in a way that children will absorb. Your children will be entertained, but at the same time learn eternal truths.

"My children are able to apply the lessons they've learned from CHC materials (*Little Stories, Devotional Stories*, 1st Communion) to their everyday life. I often hear "Remember that story about.....?" or "I get it! This book reminded me about...!" The characters in your books are incredibly "real" to my children."

—Kellie, AZ

"We have thoroughly enjoyed the *Devotional Stories for Little Folks*. It is my kids' favorite book to pick a story from to read before bedtime. I love the great virtues that they have learned through the stories."

—Michelle, WA

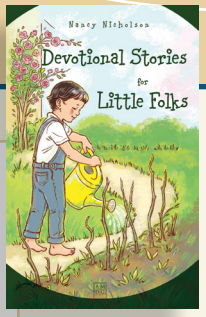
Topical Index

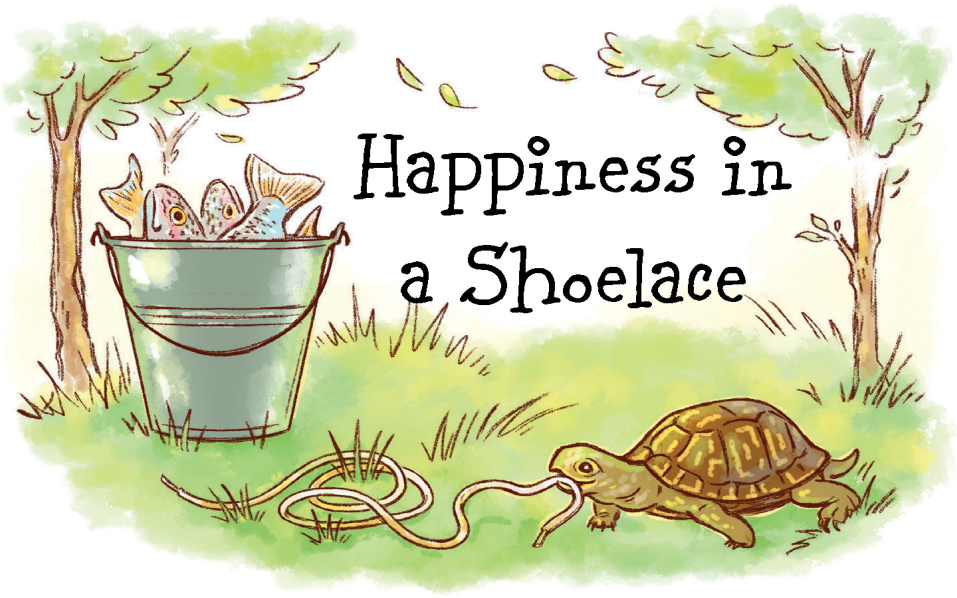
Are you searching for ways to reinforce character-building lessons? These devotional stories may be used for daily devotions, as gentle examples for moral training, or for primary reading practice and enjoyment. Use these stories daily or weekly; in order or in response to a certain character-building trait that might need reinforcement. What if you'd like to present a lesson about the importance of following directions? Look in the topical index under "directions" to locate "Yellowstone Bread," a story about just such a lesson. Much more than entertaining reading, *Devotional Stories* will inspire your child to LIVE the Faith!

adoption
Angel, Guardian
appearances, deceiving
behaving in church
best, doing your
bragging
cheerfulness
chores
church, behaving in
Church teaching, obedience to
Church, trusting in
Commandment, First
complaining
confession
consideration for others
contentment
contrition
creation, goodness of
dark, fear of
directions, following
Eucharist, Holy
example, bad
faithfulness
fears
forgetfulness: Jesus will not forget
forgiveness
God, putting first
greed
habits, good
habits, overcoming bad
helpfulness
holiness
honesty
kindness
laziness
love, God's
Mercy, Corporal Works of
neighbor, love of
needs vs. wants
obedience
patience
perseverance
prayer, answer to
prayer, constant
priesthood
promises, God's
Providence, God's
sacraments
selflessness
self-sacrifice
service: serving God and others in little ways
sharing
sin, hiding
sin, overcoming
sympathy
temptation
thoughtfulness
trusting in God
vocation
will, doing God's
work, gift of
worry

My 8 year old son absolutely LOVES the *Devotional Stories for Little Folks*! He can't put them down. He talks about the characters in the stories like they're real people/friends! Thanks for the great materials!

—Amy, MA





Happiness in a Shoelace

Seth tightened the **frayed** shoelace that was holding the fishing pole to his bicycle handlebars and firmly double-knotted the ends.

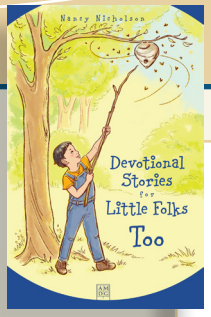
"OK, guys, let's go catch some big ones!"

Nate and Harley kicked up their bicycle kickstands, stood up straight on the pedals, and pumped down the road after Seth.

"Hey, Seth," **bellowed** Harley at his friend's back. "I betcha wish you didn't have to take your old pole apart and tie it with that scummy shoelace it around. Too bad you don't have a case like this one my dad bought me."

Click here to view more samples!







As for Me and My House...

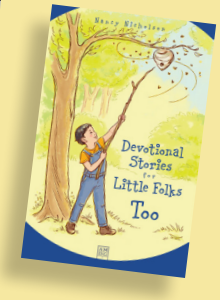
Wham! Greg's **sturdy** hammer slammed down on the golden dandelion. A sleepy bee that had been resting on the flower shot into the sky.

Greg jumped to his feet. He waved the hammer at the puffy clouds and shouted, "I'll get you next time, Mr. Bee!"

Why, you may wonder, was Greg trying to hammer a bee? But then, if you are wondering that, maybe you haven't met Greg?

Let me introduce you to the Peterson children. Seth, the eldest, was nearly ten. Next came Meg, age eight, followed by Greg, six, and Be

The Peterson family lived in the cou their home ran a creek with stick-ch



Click here to view more samples!

Lesson Ten

I Can Spell

Blend **ck** & Long **a** as **ay** and **ai**

Word List

1. ran
2. rain
3. man
4. main
5. plan
6. plane
7. say
8. stay
9. day
10. pray
11. pail
12. nail
13. pick
14. sick
15. stick

When two vowels go walking, the first one does the talking, and it says its name. For example, in the sound blends **ay** (**stay**) and **ai** (**main**), only the first vowel—the long **a** sound or the "name of **a**"—is heard.

A Print the list word that matches the picture. Watch out for signal **e**.

1. _____



2. _____



3. _____



4. _____



B Print four list words that use **ai** to say long **a**.

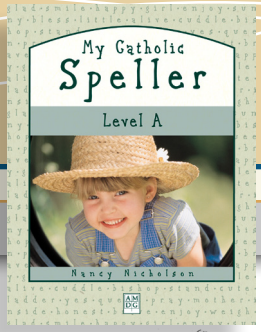
_____ _____

_____ _____

_____ _____



I want to "Bee" fair.





First I **pray**,
and then I play.
"My Jesus, I love You."



A Print list words with the short vowel sound of **a**.

1. _____
2. _____
3. _____

C Print list words with the long vowel sound of **a**.

1. _____
2. _____
3. _____

B Rhyming

1. Print one list word that rhymes with **pail**. _____

2. The sound of **k** i…vel. Print three list words that rhyn…

_____ _____ _____

A Catholic spelling and phonics workbook that reinforces reading skills taught in *Little Stories for Little Folks.*

Lesson Twenty-Nine

I Can Spell

Long i & Silent gh

Word List

1. right
2. sight
3. light
4. night
5. fight
6. high
7. sigh
8. bright
9. live
10. alive
11. fire
12. nine
13. life
14. smile
15. sign

You know that long i can be made by adding signal e (bike). Long i is also sometimes spelled as igh. In this lesson you will learn to spell more words with silent gh.

A Print the list word that matches the picture.

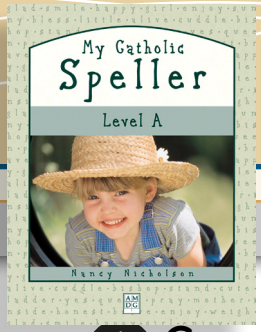
1. _____ 
2. _____ 
3. _____ 
4. _____ 

B Print and trace the list words in which ig or igh makes the sound of long i. Circle silent g and gh.

1. s ign
2. s ign
3. s ign



I want to "Bee" a helper.



A Crosswords

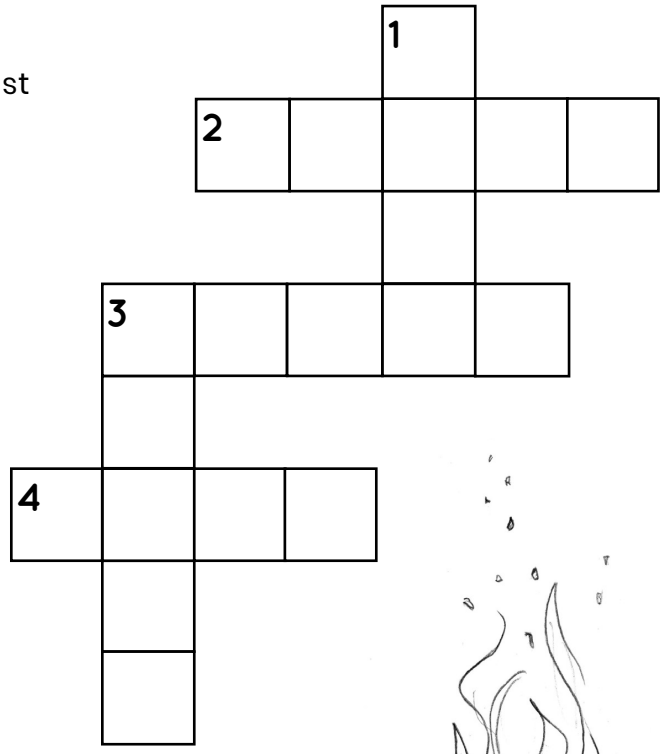
Read the clues and print the list words in the correct boxes.

ACROSS

2. Not dead.
3. To see is to have _____.
4. One more than eight.

DOWN

1. Not low.
3. See it on a happy face.



B

Here is a little story for you. Can you print words from the list below to finish the sentences in the story?

bright sign live
alive night fight fire

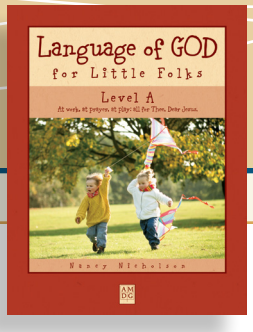


It is the 1 _____ before Easter. A 2 _____ is burning at church. The 3 _____ fire is a sign. It is a joyful 4 _____ that Jesus is 5 _____ again. We are also called to be alive in Christ. We promise to 6 _____ sin and bring Jesus' light to others. We will 7 _____ our lives for Jesus.

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"I bought your phonics program, grammar and spelling. We tried them the week before our Christmas holiday. My son LOVED them. We never looked back. I appreciated how much easier they made my life as his teacher. Also, I have a Master's in ESL. I know how to teach English. Your materials are simple... and simply effective." —*Shannon, IL*



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This series is designed to provide the Catholic child with a solid introduction to English and grammar skills in the context of our Holy Faith. It is also designed with the teacher in mind; no teacher's manual is required because all necessary information, including a removable answer key, is contained within the pages of the student worktext. Each level introduces grade-appropriate writing composition skills.

Is/Are and Was/Were

You know that most verbs are *doing* words or *action* words. Some verbs just tell us what something **is**.

Doing	**Is**
John Paul **lifts** the box.	The box **is** full.
Charlie **eats** an apple.	The apple **is** cold.

You remember that **is** tells about one thing. **Are** tells about more than one.

Are

The boxe**s** are full. The apple**s** are cold.

Is and **Are** tell about the present. **Was** and **Were** tell about the past.

One	**More Than One**
The box **is** full.	The apples **are** cold.
Yesterday, the box **was** empty.	Yesterday, the apples **were** warm.

A. Circle the correct word.

1. The day [was were] sunny.
2. The brother and sisters [was were] hot.
3. Charlie [was were] thirsty.
4. The girls [was were] thirsty, too.
5. The fountain [was were] tall.
6. The water [was were] cool.



Opposites

Each day, our dear Lord gives us chances to thank Him for His love. We can choose to do evil or to do good. When we choose to do good, we show our thanks and please God.

Evil and good are so different and so far apart that we call them **opposites**. **Antonyms** are words that have opposite meanings.


young


old

Circle the word that is the opposite of the word on the left.

1. up	sky	(down)	left	jump
2. hot	drip	water	cold	up
3. sad	silly	left	happy	sky
4. in	sad	hot	up	out
5. big	short	little	down	long
6. long	short	little	big	down
7. work	saw	drive	play	game
8. fast	speed	drive	slow	up
9. give	take	put	up	thank

Name _____

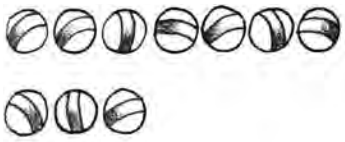
Lesson 3-2



$8 + 3 = \underline{11}$

$$\begin{array}{r} 8 \\ +\ 3 \\ \hline 11 \end{array}$$

Add.

1. 

$$\begin{array}{r} 7 \\ +\ 3 \\ \hline 10 \end{array}$$

2. 

$$\begin{array}{r} 6 \\ +\ 6 \\ \hline \end{array}$$

3.

5 + 5	7 + 4	1 + 9	9 + 2	3 + 8	5 + 7	9 + 1

4.

2 + 8	5 + 6	7 + 3	8 + 2	9 + 3	6 + 5	8 + 4

5.

3 + 7	3 + 9	4 + 8	6 + 4	2 + 9	7 + 5	4 + 7

Solve.

6. Mitch planted 8 tulips. Then he planted 3 more. How many tulips did Mitch plant?

   ____ tulips

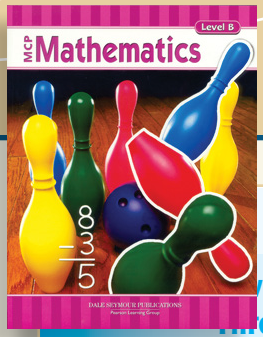
7. Tony saw 6 horses. Karyn saw 6 cows. How many animals did they see?

   ____ animals

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How to order *MCP Math, Level B* Homeschool Kit (2005 ed.):

Go to ***chcweb.com/Grade2*** for a direct link to purchase this kit from an affordable source, or search online by ISBN: 9780765273826.



iew Sums ough 12

pages 35–36

1 Getting Started

Objective
- To review and practice sums through 12

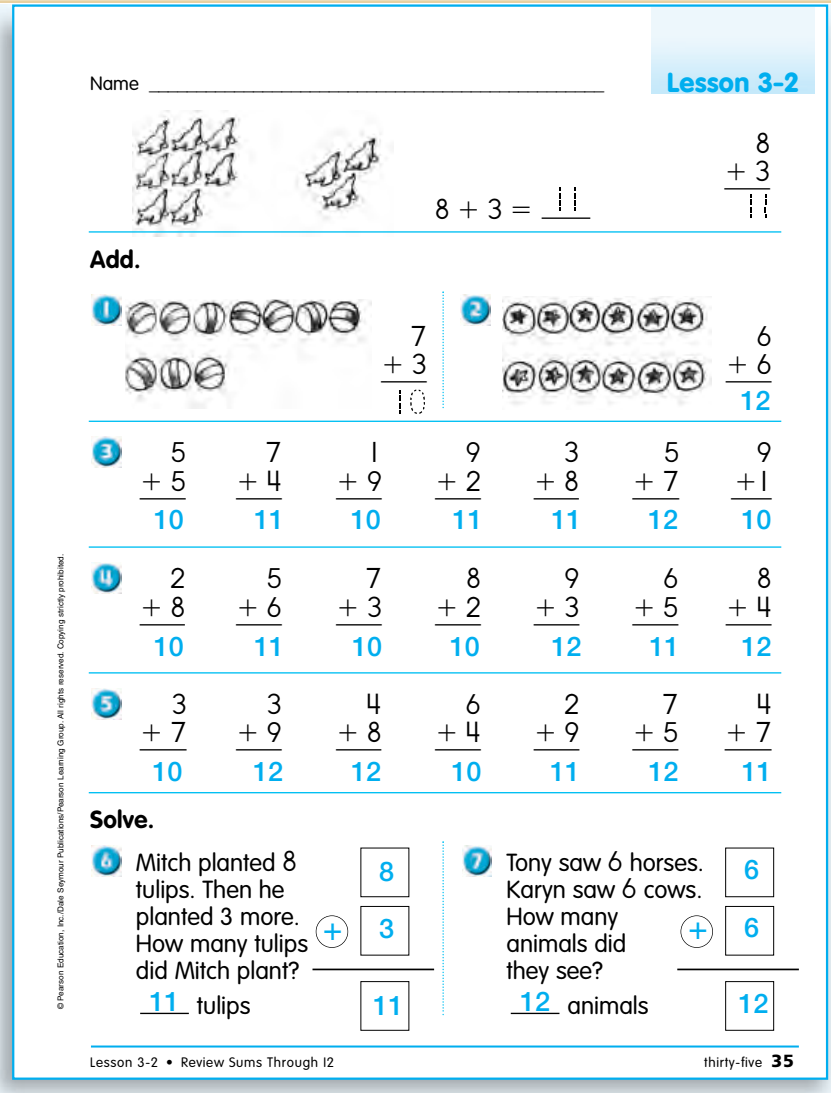
Vocabulary
dozen

Materials
*addition fact cards for sums through 12; 1 egg carton; 12 counters

Warm Up • Mental Math
Ask students which day comes before

1. Monday (Sunday)
2. Thursday (Wednesday)
3. Friday (Thursday)
4. Tuesday(Monday)
5. Sunday (Saturday)
6. Wednesday (Tuesday)
7. Saturday (Friday)

Warm Up • Number Sense
Show addition fact cards that are doubles and doubles plus 1 in random order. (5 + 5, 5 + 6) Have students give the sum of each and place them in a doubles or doubles plus 1 group. Now, show the doubles fact cards and have students find the doubles plus 1 fact. Then, show a doubles plus 1 fact for students to find the doubles fact.



Name _____ Lesson 3-2

8 + 3 = 11

$\begin{array}{r} 8 \\ +\ 3 \\ \hline 11 \end{array}$

Add.

1. 7 + 3 = 10
2. 6 + 6 = 12

3	5 + 5 = 10	7 + 4 = 11	1 + 9 = 10	9 + 2 = 11	3 + 8 = 11	5 + 7 = 12	9 + 1 = 10
4	2 + 8 = 10	5 + 6 = 11	7 + 3 = 10	8 + 2 = 10	9 + 3 = 12	6 + 5 = 11	8 + 4 = 12
5	3 + 7 = 10	3 + 9 = 12	4 + 8 = 12	6 + 4 = 10	2 + 9 = 11	7 + 5 = 12	4 + 7 = 11

Solve.

6. Mitch planted 8 tulips. Then he planted 3 more. How many tulips did Mitch plant?
   8 + 3 = 11
   11 tulips

7. Tony saw 6 horses. Karyn saw 6 cows. How many animals did they see?
   6 + 6 = 12
   12 animals

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Lesson 3-2 • Review Sums Through 12 thirty-five 35

2 Teach

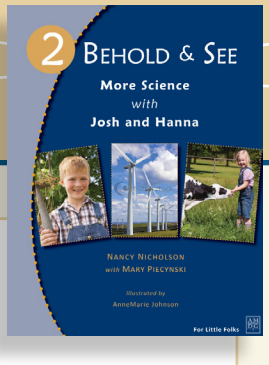
Develop Skills and Concepts Have students place 1 counter in each compartment of an egg carton. Ask students how many counters there are in all. (12) Tell students that 12 of anything can be called a dozen. Discuss buying eggs by the dozen. Have students remove all counters and then place 1 counter in each of 3 compartments. Ask how many more counters will make 1 dozen. (9) Have a student write **3 + 9 = 12** on the board. Continue to review the facts for 11 and 12 in this way.

3 Practice

Using page 35 Have students count how many seals there are in each group in the example and tell the total. (11) Have students trace the 11 in both problems. Ask students to tell the number of objects there are in each group in Exercise 1. (7, 3) Ask students how many objects there are in all. (10) Remind students there are 1 ten 0 ones in 10 as they draw a circle around the 10 objects. Repeat the procedure for Exercise 2 and have students complete the next set of exercises.

- Read through the two story problems with students if necessary. Remind students that they must write the sign in each problem and record the answer in the solution statement when they complete it.

Using page 36 Have students complete the four rows of exercises independently.



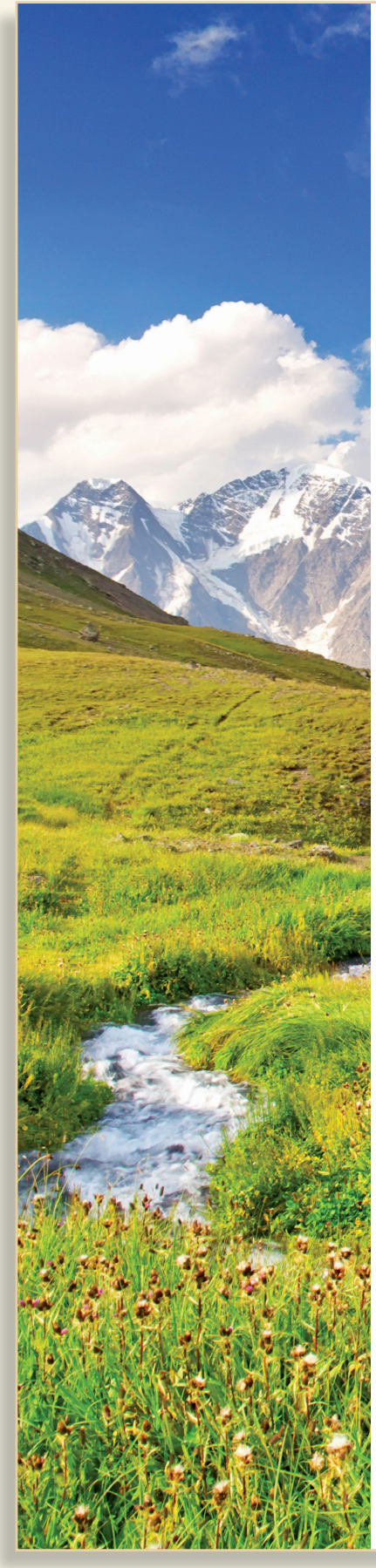


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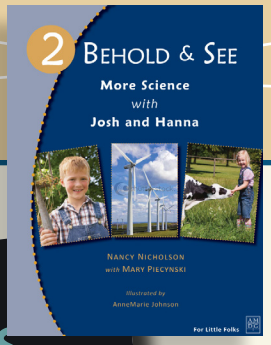
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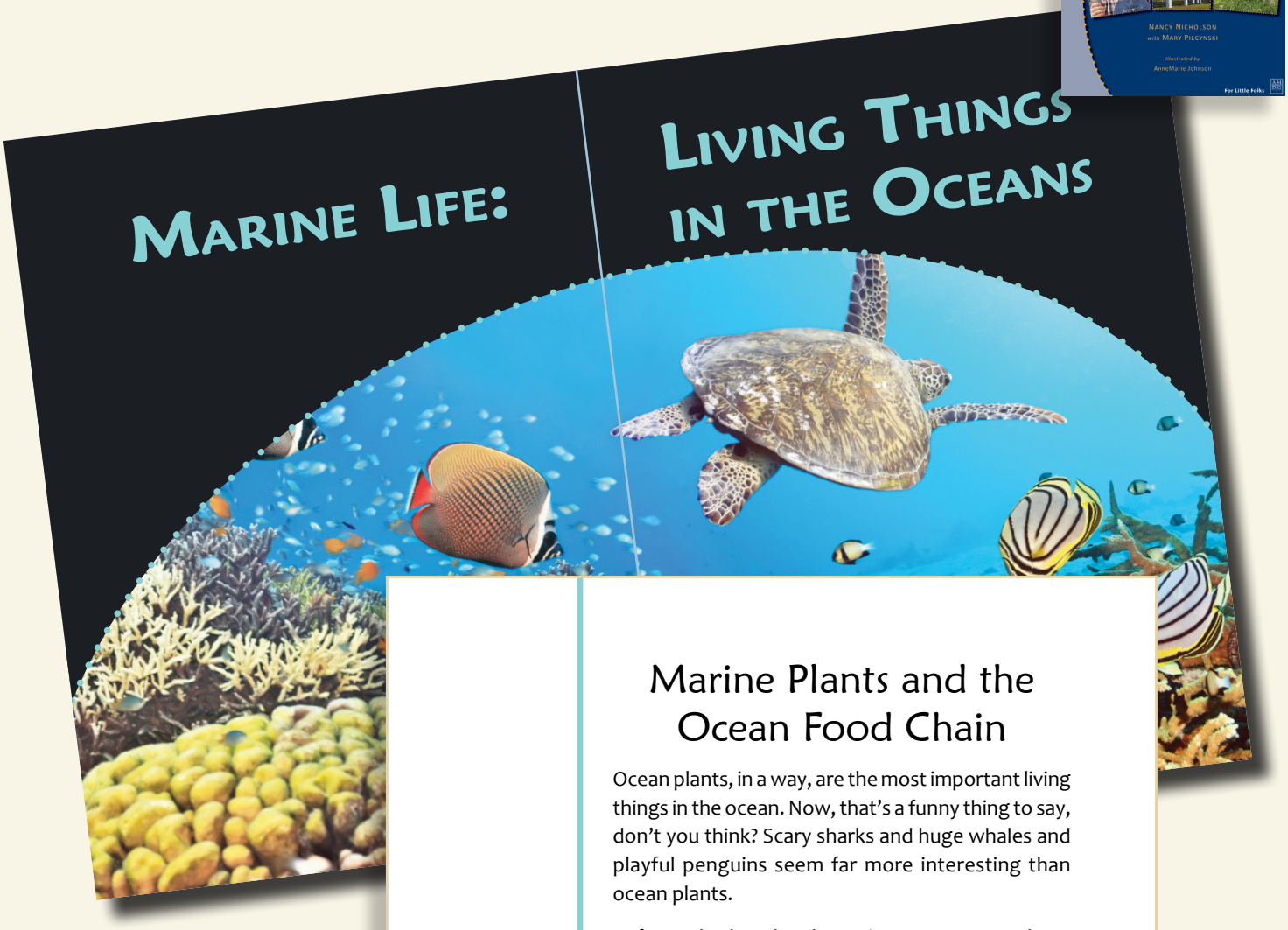
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Marine Plants and the Ocean Food Chain

Ocean plants, in a way, are the most important living things in the ocean. Now, that's a funny thing to say, don't you think? Scary sharks and huge whales and playful penguins seem far more interesting than ocean plants.

In fact, whether they know it or not, ocean plants are very, very important to those sharks and whales and penguins. Can you guess why?

Sharks, whales, penguins and practically every animal in the oceans could not live without ocean plants, whether they eat them or not.

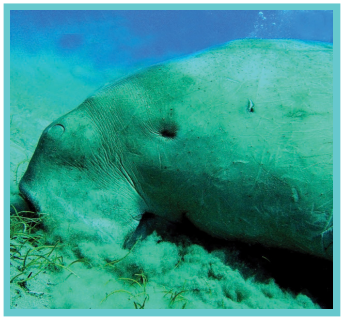


Ocean Reptile, Fish, Bird, or Mammal?

Directions: Tell whether the animal is a reptile, fish, bird, or mammal. Print the word under the picture. The first one is done for you.







mammal













28 Jesus, My Lord And My God

"I made known to them thy name, and I will make it known, that the love with which thou hast loved me may be in them, and I in them."

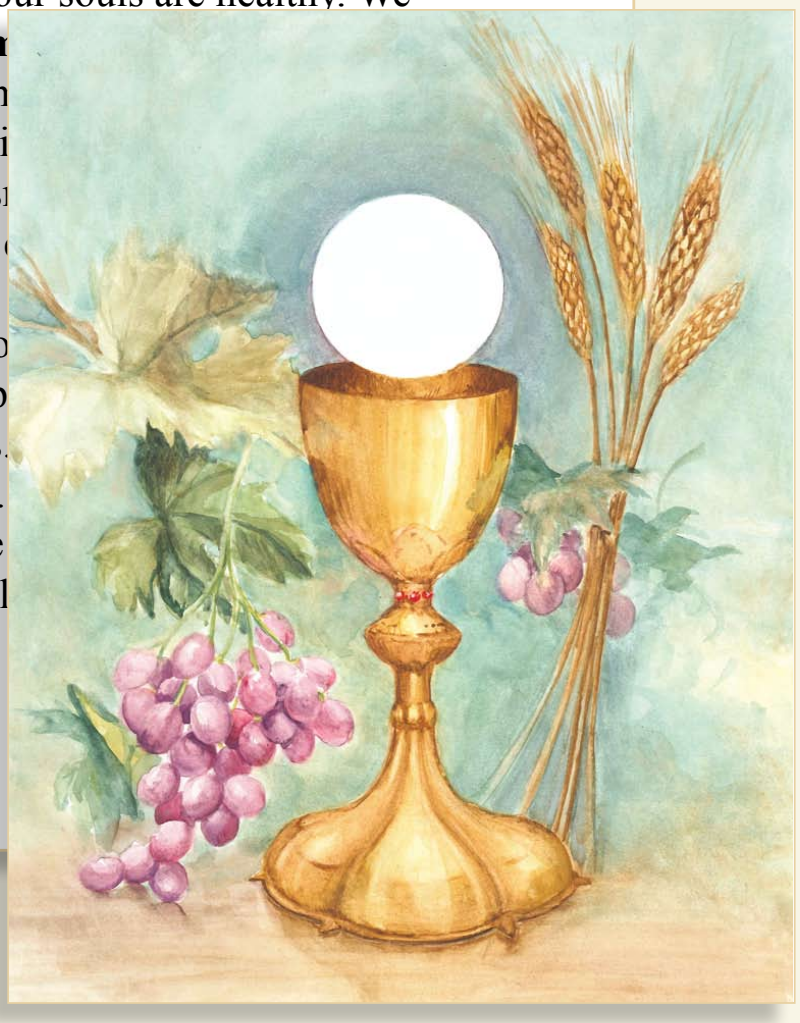
John 17:26

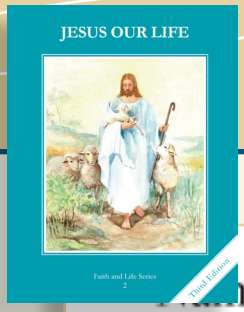
There are things we should do to get ready to receive Holy Communion.

First, we must make sure our souls are healthy. We may never receive **Holy Com** mortal sin on our souls. We n of Penance first. It is a good i often, even if we only have s us grace and make us strong mortal sin.

We should try to show in o This means that we say our p and that we obey our parents loving to all those around us.

We also prepare to receive drinking one hour before Hol





Name:_____

Receiving Jesus

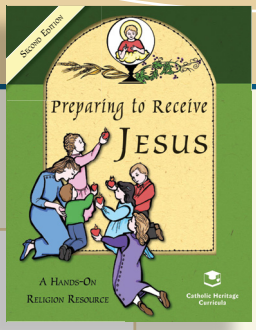
Fill in the blanks with the words below to complete the sentences.

one	respect	listening	thank	healthy

We Receive Jesus:

1. First I will ask myself if my soul is _____.
2. I will make sure I do not eat or drink anything _____ hour before I receive Holy Communion.
3. I get ready for Jesus by _____ and praying during Mass.
4. I receive Jesus in Holy Communion with love and _____.
5. When I get back to my seat I will _____ Jesus for coming to me.

Please note: The revised and expanded **Activity Books** have twice as many worksheets as are needed. Parents are encouraged to select 1–2 worksheets that they feel will best reinforce the lesson.



Lesson 4: Purpose of Amendment

Preparation To prepare for this lesson, please read pages 445–450 in *The Faith Explained*.

"When we say to God, 'I am sorry for having offended you,' it is no mere act of politeness that we are performing. It is not a dutiful bit of courtesy. Our heart must be in our words. Quite simply, we must mean what we say. It does not follow that we must necessarily *feel* our sorrow. Like love, sorrow is an act of the will, not an upsurge of emotion. Just as we may love God quite genuinely without *feeling* our love, so too we may have a very solid sorrow for our sins without having it cause any emotional reaction. If we are quite honestly determined to abstain, with the help of God's grace, from anything that might seriously offend him, then we have sorrow which is interior."

The Faith Explained by Fr. Leo Trese, pg. 446. Reprinted with permission, courtesy of Scepter Publishers, New Rochelle, NY.

Theme **III** He **made up his mind to go back to his father.**
(firm purpose of amendment)

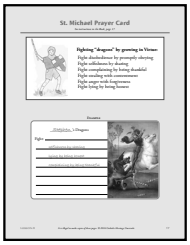
O my God, I am heartily sorry for having offended You. I detest all my sins because of Your just punishments, but most of all because they offend You, my God, Who are all good and deserving of all my love. **I firmly resolve, with the help of Your grace,** to confess my sins, to do penance, and to amend my life. Amen.

Story Read aloud "Suzy's Dragon" on the following pages to illustrate the importance of having a strong purpose of amendment.

Examen Discuss the different points in the story, particularly how Suzy was discouraged because it seemed that she couldn't beat her "dragon" despite all her efforts. The Sacrament of Penance gives us the needed grace (God's life in us) to be strong and resist temptation. Suzy came to realize that she needed to do her very best in cooperating with God's help to be able to persevere day after day in fighting the temptation to sin.

Packet
Pages 17–20

Direct your child to choose at least three "dragons" to work on, writing them in the spaces provided on the St. Michael Prayer Card. Have him choose the vices he particularly struggles with and the virtues needed to defeat them. Cut out the two sides of the card and glue them back to back to a piece of colored cardstock. Discuss ways to grow in virtue: by praying regularly, asking for the help of Mary and his Guardian Angel, doing good deeds which quickly become good habits (virtue).



—Packet—
for
Preparing to Receive Jesus

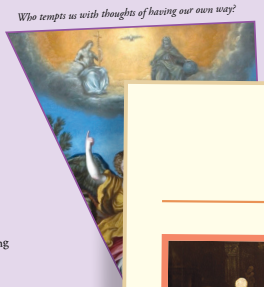


Includes all templates and color images needed to complete the hands-on projects described in Preparing to Receive Jesus.

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k Frock—A Choice to Make

Who tempts us with thoughts of having our own way?



Habit of disobedience

Envy

Complaining

Considering the choice

Theft

SIN

Guilt



LESSON 3

Mass Book Project

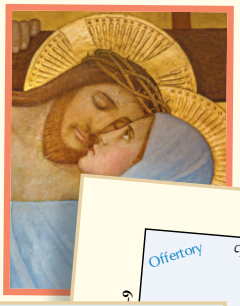
Image Options for Pages 10-11

See instructions in the Book, page 49.



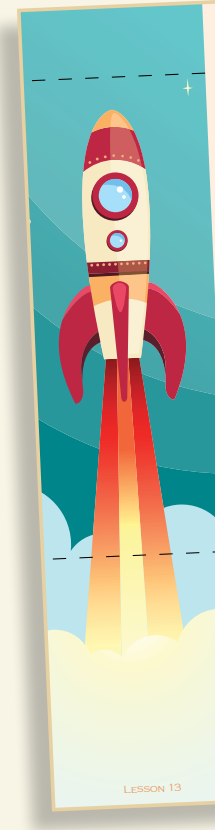






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33



My Rocket of Love

Rockets are much too dangerous to play with, and only experienced scientists should experiment with rockets. However, it is quite safe to dream. So just suppose that you and your friends did build a rocket. You packed it full of fuel and set it on its launching pad. At a safe distance you pressed the button that fired the rocket. Into the air it rose, higher and higher

You had figured the rocket's course very car work when the rocket came whistling down for its landing. But look! It was a stainless st but now you see that it has come back to you mysterious happened to it Up There."

That would be a wonderful experience. B happens every time you assist at Mass. A every Mass you launch a rocket of love. You fuel your rocket at the Offertory when, alon with the bread and wine, you give yourself t Jesus. You ask Him to offer your love alon with His to God the Father.

Then as the priest begins the Eucharisti Prayer, your rocket soars into the air. This the part of the Mass in which Jesus carri your love up and up—beyond the moon the very throne of God.

At the Consecration of the Mass, your rock reaches its peak. Your gift of love is accept by God, and changed even more wonderfu than when your steel was changed into go The bread and wine, which you offered a symbol of yourself, is changed into the Bo and Blood of Our Lord Jesus Christ.

Your Golden Rocket begins Its descent fr God to you. From the throne of God y rocket of love comes speeding back to y It falls, not to the ground but into y heart as you kneel to receive Jesus in H Communion with attention and devoti

This then is the story of your rocket of lov the living Person of Jesus Christ, God s your rocket back to you. As Jesus come us be sure, all of us, that we are there our hearts wide open to receive Him.

Adapted from a story by Fr. Leo

LESSON 13

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Offertory

I join my offering to Yours.

I am all Yours and all that I have I give to You.

ord and my God!

I join my "Amen" with Mary's.

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47

Gifts of Love

See instructions in the Book, pages 55-57.

Right-Away Obedience



Honesty

Sharing

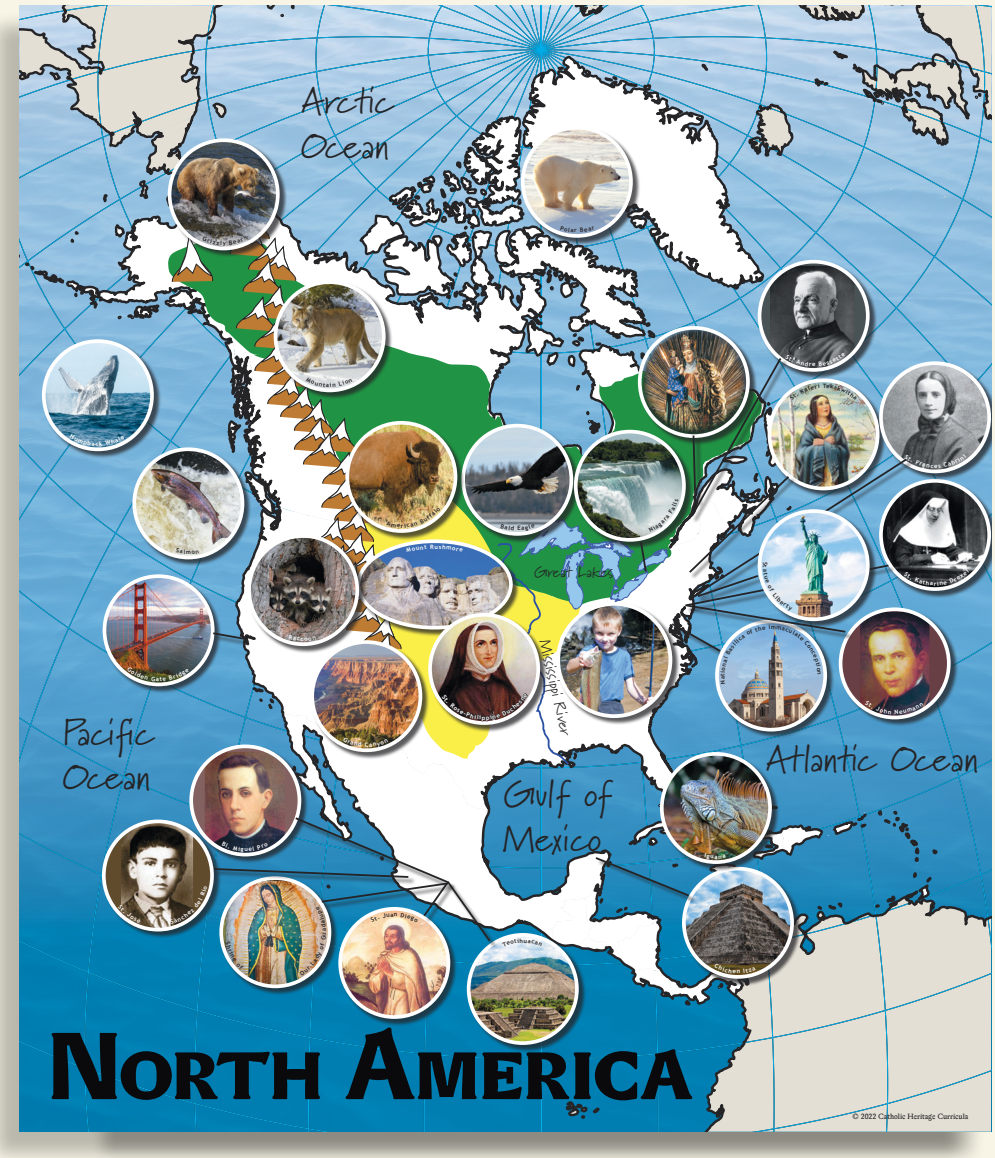
Charity

LESSONS 17-20

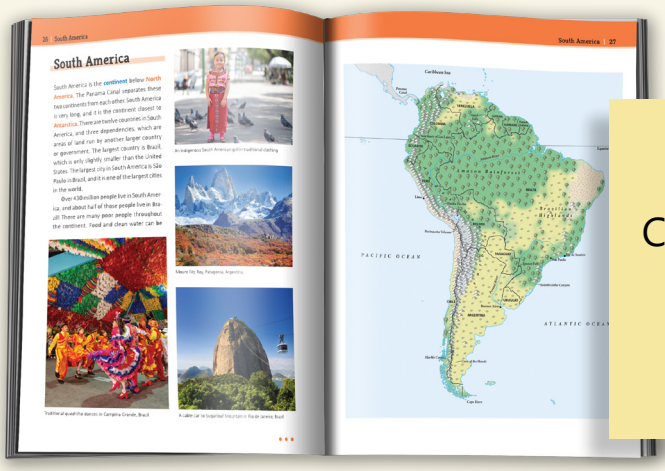
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65

The program centers around the creation of colorful poster displays that engage the student's interest and pull together the many facts he is learning about each continent.



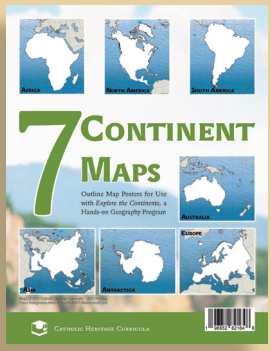
Example of completed continent poster



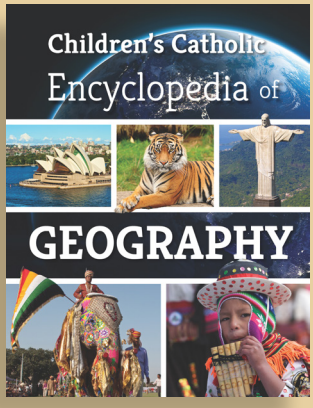
Click here to view samples of the encyclopedia!

Components needed to complete the course:

7 Continent Maps
Poster-sized outline maps of the seven continents. Example is shown to the left.



Children's Catholic Encyclopedia of Geography
Contains all the people, places, and things your student will need to complete the research in *Explore the Continents*.







South America

1 – CONTINENT OUTLINE MAP

Get out your poster map of South America and study the shape of the continent. Like North America, South America is wide in its northern part and narrow in its southern part.

Look up "South America" in the Continents section of your geography encyclopedia. Use the encyclopedia map to label the Pacific Ocean, the Atlantic Ocean, and the Caribbean Sea. Draw and label a line across South America to mark the Equator. Label Cape Horn.

Like North America, South America has a great chain of mountains in the west, along the coast of the Pacific Ocean. Draw small peaks for the Andes Mountains.

South America contains the largest river in the world, the Amazon River. The Amazon River is not the longest river, but it contains more water than any other river. Color a blue line for the Amazon River. Draw a jungle on your poster map for the Amazon Rainforest, the world's largest rainforest.



The eastern tip of South America is a desert. Color this area tan. The southern half of the continent is covered by grasslands. Color these plains yellow.

Don't forget to explore some of the read-aloud titles listed on page 145!

4 – SOUTH AMERICAN SAINTS

Are you familiar with the South American saints pictured on this page? Choose a few to learn more about by looking them up in your encyclopedia! Carefully cut out the pictures of the saints you have chosen, and paste them on your poster map of South America. Your encyclopedia will tell you where they lived so you know where to paste their pictures.













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6 – LIFE IN SOUTH AMERICA

Look up "South America" in the Continents section of your encyclopedia. Read the entry and study the photos. Next, discuss what you have read with your parent.

Discussion Questions: Are the people who live in South America free to worship God and practice their religion? Is education available to every child, no matter how rich or poor he is? Do most of the people in South America have enough food to eat? What different kinds of work do people do to earn a living? What fun activities do families enjoy doing together?

Select one or two of these photos to paste on your poster map of South America.

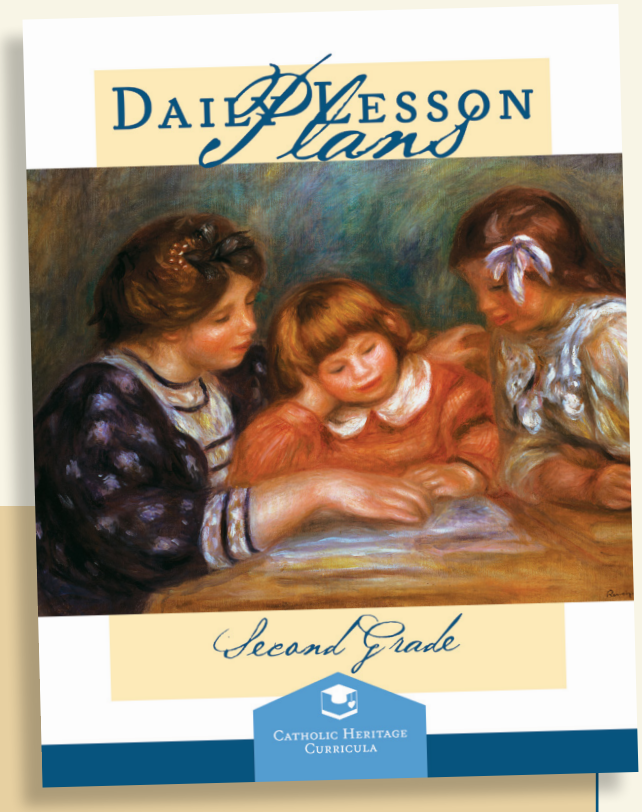








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CHC Daily Lesson Plans: Second Grade

The second grade lesson plans are designed for 36 weeks, four days a week.

"Reading through the second grade lesson plans has inspired me to work on creative projects. CHC makes homeschooling fun and inspiring, even in the midst of winter doldrums!" —Lisa

What Are CHC Lesson Plans?

CHC Lesson Plans provide an organized and flexible framework for learning and developing specific skills. The lesson plans are laid out day-by-day, with weekly goals for those who prefer a simpler guide. These goals form a scope and sequence that builds from skill to skill, year-to-year, providing a solid foundation for your child as he progresses in his studies through the elementary, middle, and upper grades.

The Second Grade Lesson Plans are designed around a four-day week and include these key features: flexibility, ease of use for the busy mom, and incorporation of the Faith with practical living. At a glance you can differentiate between required core subjects and optional non-core subjects.

Core & Non-Core Subjects

Only the boxes for required Core subjects are shaded in the lesson plans. Non-Core subjects are considered optional and have been left unshaded. They may be added to your student's schedule as time, interest, and funds allow.

"I just wanted to let you know how very impressed I am with all of the CHC materials that I have received! Everything is simply beautiful, of such high quality, and extremely well thought out. . . . I am especially thankful for how you have the sections organized. We are all really looking forward to getting started!"

—Kathy, New Mexico

Second Grade

Week 2 Goals	✓ Monday	✓ Tuesday
LANGUAGE ARTS READING & COMPREHENSION ☑ *Bigger Stories for Little Folks,* pgs. 23-42	*Bigger Stories for Little Folks:* Complete "Practice before Reading...," pg. 23. Read "A Hiding Place for Butchie" (Part 3), pgs. 24-28.	*Bigger Stories for Little Folks:* Complete "Practice before Reading...," pgs. 29-30. Read "Big Trouble," pgs. 31-35.
SPELLING ☑ *My Catholic Speller A* Lesson 2: Short Vowels i and u, pgs. 4-5	Read list words together. Discuss the meaning of any new words. Assign student pg. 4.	Assign pg. 5. Direct child to copy all list words from the lesson, spelling words aloud as they are written.
GRAMMAR & COMPOSITION ☑ *Language of God A* Capitals, names, titles of res pgs. 4-5		Discuss titles of respect, pg. 5. Assign pg. 5.
MATH ☑ *MCP Mathematics B* Basic Facts, pgs. 9-18 (Test is optional, pgs. 15-16)		Complete pgs. 11 and 12.
RELIGION CATECHISM & HANDS-ON RELIGION ☑ *Faith and Life 2* Text: Chapter 2, pgs. 11-15 Activity Book: pgs. 5-8 ☑ *Preparing to Receive Jesus* Lesson 1, pgs. 4-6	Read and discuss Chapter 2, "The Blessed Trinity," pgs. 11-15.	*Faith and Life Activity Book:* Assign one or more pages as desired.
SCIENCE ☑ *Behold and See 2* Tools and Simple Machines at Work and Play, pgs. 7-11	Inclined Plane: Read about inclined planes on pgs. 7-8. Discuss how inclined planes make it easier to move things.	Lever: Read about lev a heavy load u
SOCIAL STUDIES ☑ *Explore the Continents* North America, pgs. 14-15	Complete North America, Step 1: Continent Outline Map, pg. 14.	
HANDWRITING ☑ *Catholic Heritage Handwriting 2* Week 2, pgs. 6-7	Complete Week 2, Lesson 1, pg. 6.	Complete Week 2, Lesson 2, pg. 6.
☑ *Art Masterpieces: Nature Collection* ☑ *Making Music Praying Twice* ☐ _____ ☐ _____	*Art Masterpieces: Nature Collection* Read and complete "Extension Activities," pg. 8. Student continues to	*Art Masterpieces: Nature Collection* Have student find, cut, and paste the Mini Masterpieces onto pg. 9. Ask the student to recite the poem to his family, then allow him to cut and paste the decorated poem onto pg. 6.
☐ P.E./Recess Ideas on pg. 34 Daily Practice Work: ☐ _____ ☐ _____ ☐ _____ ☐ _____		_____ _____ _____ _____ _____ _____

Weekly goals are listed in the lesson plan and are easily checked off as completed. Use this alone as your lesson guide if you prefer not to utilize the day-to-day lesson plan.

At a glance you can differentiate between required Core subjects (shaded) and Non-Core subjects (un-shaded).

Write in **Daily Practice Work** in the space provided. This could include safety (home address, emergency numbers); math (months of year, counting); prayers; manners; etc.



Non-Core Subjects : : Art Appreciation & Poetry

Art Masterpieces: Nature Collection is designed to develop a young child's appreciation for art and poetry. The 18 art masterpieces in this collection feature engaging nature scenes by artists such as Albert Bierstadt, Thomas Moran, Grant Wood, and Vincent van Gogh. The paintings are presented alongside short poems for the student to memorize. The detailed picture studies in the **Teaching Booklet** encourage close observation of the paintings and instill a recognition of beauty, composition, color, and line. The "cut and paste" Mini Masterpiece activity provides an enjoyable way to introduce the concept of artistic style. The 18 full-color prints in the **Art Prints** are accompanied by three sheets of decorated poems and 10 sheets of Mini Masterpieces.

Teaching Booklet: Sample Picture Study

***California Spring* (detail) (1875)**
oil on canvas
Albert Bierstadt (1830–1902)
American Romanticism



Great, Wide, Beautiful, Wonderful World
Great, wide, beautiful, wonderful world,
With the w
And the w
World, yo

6

Great, Wide, Beautiful, Wonderful World
Great, wide, beautiful, wonderful world,
With the wonderful water round you curled,
And the wonderful grass upon your breast—
World, you are wonderfully dressed!
—William Brighty Rands

A colorful, decorated poem that is cut and pasted from *Art Prints*

About the Artist:

Albert Bierstadt was a German-American painter who is best known for his detailed, glowing landscapes of the American West. He traveled extensively to find new landscapes to paint.

Art Story:

In this painting, the artist uses purple for the sky to show that it has just been raining. We know that the rain is over because the sun is shown peeping out from behind the clouds again.

Notice the parts of the painting in full sunlight and the parts still in shadow from the clouds. Point to the grassy areas where the sun is shining and the grassy areas that are still in shadow.

What season is it in the painting? [spring] How do you know? [flowers are blooming, the grass is green, one of the cows has a calf, and the painting is titled *California Spring*]

How many cows can you find in the picture? [17]

Art Theory:

This kind of painting is called a landscape painting because the main objects in the picture are land, trees, and sky.

Can you find the stream in the painting? Notice how one area of the stream is very bright, almost white. The artist painted it this way to show how the bright sun is shining down from behind the clouds and reflecting on the water.

ws at the bottom of the painting are larger than the

7

he cows under the trees
ts. This shows that
han the cows at the

the land meets the
d near the horizon
us that it is far away.
nce, making it look
d and sky.

magnificent! The
up at the clouds
apes.

ng nearby, pick a
flowers are done
lines below to make

3

2

8



Sample 8½"×11" print:
California Spring,
Albert Bierstadt

***California Spring* (detail)**
Albert Bierstadt

Hand your stu
the Mini Maste
the *Art Prints* pa
"search and find
of *California Spr*
and paste it in th



The Oregon T
Albert Bierstadt

Next, hand your student Sheets 6–10
of the Mini Masterpieces and ask him
milar painting
ask him to
this box.



9

Why teach art appreciation?

The most fundamental answer is that the experience of beauty in art helps to form the mind and heart for the pursuit of truth and goodness. As Prof. John Crosby has said, "the child who is raised to respond to the beautiful is thereby sensitized to all that is good and right and worthy." Taking time to expose our children to great art gives them the opportunity "to contemplate the ray of beauty that strikes us to the quick, that almost 'wounds' us, and that invites us to rise toward God" (Benedict XVI).



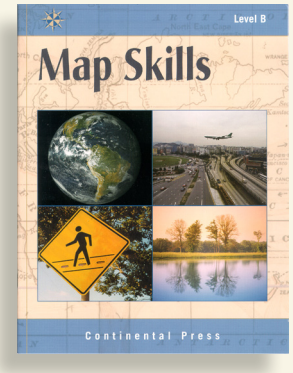
Non-Core Subjects : : Handwriting

The *Catholic Heritage Handwriting* series is spiral bound at the top of the page, much like a stenographer's notebook, but in standard 8½" x 11" page size so there is plenty of room for penmanship practice.

Most handwriting programs are printed on both sides; *Catholic Heritage Handwriting* pages are single sided. This eliminates the problem of pencils and erasers gripped in little fingers, pressing grooves, wrinkles, and holes in the paper. Better penmanship and neater papers mean little faces that beam with pride rather than frustration, and Teacher can remove the page from the book for proud display without losing the use of a page printed on the reverse side, or pulling the book apart.

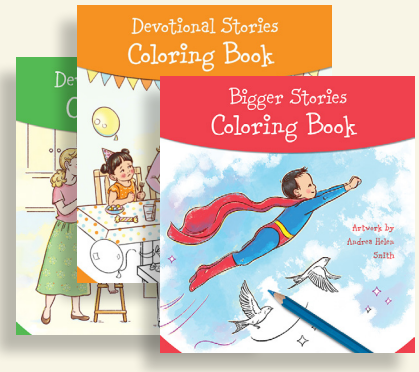
Level 2 manuscript practice is a perfect fit for children making their First Holy Communion.

Samples: Sample Lessons, page 41



Non-Core Subjects : : Map Skills

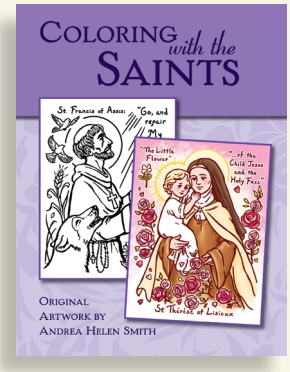
Map Skills Level B gives students the tools they need to understand and use maps. Bite-size lessons are illustrated in full color. The Teacher's Guide includes a complete answer key and enrichment ideas for each lesson.



Non-Core Subjects : : Coloring

Bigger Stories Coloring Book • *Devotional Stories Coloring Book*
Devotional Stories Too Coloring Book

Designed to accompany the "Greg Stories" (see pg. 5), these three coloring books each contain dozens of single-sided, black-and-white illustrations. The perforated pages are arranged by chapter title, making it easy to hand out the page/s that goes along with the story. The coloring pages provide a fun way to extend the lessons or to involve a younger sibling who is eager to join in.



Coloring with the Saints features the original artwork of Andrea Helen Smith. *Coloring with the Saints* contains full-page, black-and-white illustrations of over 60 saints. Illustrations are on one side only so there is no show through; after being colored the page can be cut out of the book and displayed. Organized chronologically by their feasts.



Week 1, Lesson 3: Copy neatly.

Nothing else on earth
is like Holy Mass.

Week 1, Lesson 4: Copy neatly.

Mass is
the greatest action
man can perform.





Non-Core Subjects : : Science

Onions in My Boots: Basic Gardening for Young Sprouts
From gardening projects in this book, children will learn goal-setting, decision-making, how to follow through on a project, and patience.

One of the best ways to learn about science is through hands-on experience. If you'd like to trim grocery expenses and introduce your children to how God makes plants grow and where food really comes from, you can get off to a good start with *Onions in My Boots: Basic Gardening for Young Sprouts*.

Whether you live in country or city, this easy-to-follow children's book teaches the budget-easing survival skill of growing your own food. Using items on hand, children learn that one tomato plant—even one planted on an apartment balcony—can produce enough fruit in one season to pay for the cost of the book. Children will delight in the simple hands-on science, participating in God's creation, and sharing their home-grown, free produce.

Non-Core Subjects : : Music

Making Music Praying Twice, developed by homeschooling parents John and Kate Daneluk, allows you to do real **early childhood music and movement education** at home, preparing children for future formal music studies and developing a lifetime love of music and prayer. *Making Music Praying Twice* exposes the growing mind to a systematic variety of meters, tonalities, styles, and languages. Five seasonal and liturgical Music CDs feature professional music from various cultures alongside simple *a cappella* pieces and more complicated vocal and instrumental folk ensembles. The Parent Manual includes detailed daily and weekly lesson plans for the entire school year as well as instructions for making an "unstructured music education plan" for your child.

Purchase directly from the producer @ ***makingmusicprayingtwice.com.***

