

Second Grade News

September 2023

News

Hello Families!

We are excited to welcome you all to Second grade! We have lots of learning and experiences to look forward to. If you are interested in helping in school/classroom activities, please complete the volunteer training on the LSE website. Please continue to refer to our Monthly Newsletters for important dates and information that may be happening in Second grade.

Let's have a wonderful year! 😊

Reminders

Below you can find each teacher's email address. Please contact them with any questions or concerns.

Ms. Brouillette – KaitlynBrouillette@carrollk12.org
 Ms. Daniel - AlexisDaniel@carollk12.org
 Ms. Hoey - JenniferHoey@carrollk12.org
 Ms. Hudspeth- SheriHudspeth@carrollk12.org
 Ms. Wimmer JamieWimmer@carrollk12.org
 Ms. Yi – TiffanyYi@carrollk12.org

To reach our front office or make any changes to student information (address, phone numbers, emails) email: lseattendance@carrollk12.org

September 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Labor Day	5 First day of school!	6	7	8 PTA Ice Cream Social	9
10	11	12	13	14 Ice Cream Social Rain date	15 Rosh Hashanah	16
17	18	19 PTA ChickFilA Night	20	21	22	23
24	25 Yom Kippur	26	27	28	29	30

Foundations Level 2 - Unit 1

Dear Family,

Carroll County teachers are providing direct and explicit teaching about "how English works." The goal is for students to learn word patterns and apply them in reading and spelling. This year we'll continue using a program called **Foundations®** to teach some important basics of reading and spelling. **It may appear that instruction is slow moving at first, but Foundations® is laying the necessary foundations for your child to be a fluent, independent reader and writer.**

Unit 1 is a review of word study skills. Please refer to the chart below for the skills we will review. Unit 1 will last approximately 2 weeks.

Skill	What is it?	How can you help at home?
Digraph	A consonant digraph is two consonants together that make one sound (<i>sh, ch, th, wh, ck</i>). Ex. <u>sh</u> i p	<ul style="list-style-type: none"> Dictate the word and have your child repeat the word. Have your child say each sound of a word while tapping a finger to the thumb - digraphs get one tap. For consonant blends, each consonant gets its own tap. Have your child spell the word. Have your child underline or find digraphs in words. Example words: Digraphs: <u>ch</u>ip, <u>ma</u>th, <u>th</u>ud, <u>da</u>sh, <u>wh</u>ip Consonant blends: <i>flip, camp, test, just, grass, swim</i> Digraph blends: <i>lunch, shred, bunch, ranch, shrub</i>
Consonant Blend	A consonant blend is when two consonants are together and each make their own sound. Ex. <u>s</u> <u>t</u> o p The <i>s</i> and the <i>t</i> each make a sound.	
Digraph Blend	A digraph blend is a digraph blended with a consonant. Ex. l <u>u</u> <u>n</u> <u>ch</u> The <i>n</i> and the <i>ch</i> each make a sound.	
Closed Syllables	A closed syllable ends with a consonant(s) and has one vowel. The vowel sound is short. Ex. p <u>a</u> th, m <u>e</u> t, l <u>u</u> mp c c c	<ul style="list-style-type: none"> Dictate the word and have your child repeat the word. Have your child tap out the word - digraphs get one tap. Have your child spell the word. Example words: <i>quiz, shrimp, chimp, strap, quack, brunch</i>

High Frequency Words	boy, by, girl, he, here, she, small, want, were, what
Oral Vocabulary Words	apologized, gazed, partner, rummaged, scent

Unit 1 Week 1

Story

**Little Flap Learns
to Fly**

Genre

Fantasy

Story

Help

Genre

Fantasy

Comprehension Strategy

visualize

Comprehension Skill

key details

Vocabulary Strategy

inflectional endings: s, es, ed, ing

Writing Traits

ideas

Grammar

statements and questions

Structural Analysis

plural nouns with -s, -es

Mechanics

capitalization, punctuation with S and Q

Foundations

Unit 1

consonant

blends

digraph

blends

quilt

elf

shred

kick

crush

pinch

flash

flock

bath

cloth

Vocabulary

actions- things that someone or something does

afraid- to be scared of something

depend- you need or count on someone

nervously- in a fearful or restless way

peered- looked hard or closely at something

perfectly- in the best possible way

rescue- to save something or someone from danger

secret- private or not known by many people

High Frequency Words

blue, even, yellow, help, put, for, ball, there, both, why

Oral Vocabulary Words

awkward, outrageous, panic, relief, squawked

Unit 1 Week 2

Story

Maria Celebrates
Brazil

Genre

Realistic Fiction

Story

Big Red Lollipop

Genre

Fiction

Comprehension Strategy

visualize

Comprehension Skill

character, setting, events

Vocabulary Strategy

root words

Writing Traits

organization

Grammar

commands and exclamations

Structural Analysis

-s, -es

Mechanics

capitalization, punctuation for C and E

Foundations

- digraph
- consonant blend
- digraph
- blend

quick

chuck

milk

tick

chimp

quack

dock

kit

Jack

that

Vocabulary

aside- on or to one side

culture- the way of life for a group of people

fair- equal and just for all sides

invited- asked to come

language- the speech of a group of people

plead- to make a request

scurries- moves quickly

share- to divide and give to others

High Frequency Words

could, find, funny, green, how, little, one, or, see,
sounds

Oral Vocabulary Words

colorful, confusing, noticed, overflowing, tasty

Unit 1 Week 3

Story

Finding Cal

Genre

Fiction

Story

Not Norman

Genre

Fiction

Comprehension Strategy

ask and answer questions

Comprehension Skill

character, setting, events

Vocabulary Strategy

context clues

Writing Traits

word choice

Grammar

subjects

Structural Analysis

closed syllables

Mechanics

letter punctuation-greeting, closing

Fundations

glued / welded

sounds

trust

swept

splash

brass

shell

gruff

stiff

still

Trick

Words

his

of

was

this

yes

Vocabulary

decide- to make up your mind

different- not alike

friendship- the feeling of being friends

glance- to look at quickly

proper- correct

relationship- a connection between people

stares- looks at for a long time

trade- to give one thing in return for something

High Frequency Words

boy, by, girl, he, here, she, small, want, were, what

Oral Vocabulary Words

apologized, gazed, partner, rummaged, scent



SECOND GRADE MATHEMATICS – Unit 1

Dear Parents,

During Unit 1, your child will work on becoming fluent with adding and subtracting within 20. Basic facts for addition refer to all sums of two one-digit numbers. Over time, fluency with number relationships leads to memory of the addition facts and application to subtraction. Fluency is defined as solving facts quickly and accurately without halting, stumbling, or reversing oneself.

OPERATIONAL FLUENCY

Students need to:

- Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
- Use addition and subtraction **within (20)** to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
- Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ...
- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

KEY VOCABULARY

Add	Data	Difference	
Addend	Graph	Subtract	
Plus	Number Line	Subtrahend	
Equal	Fluent	Minus	
Equality	Fewer	Related Fact	More
Equation	Inverse Operation	Scale	Strategy
Sum	Number Sentence	Odd	Even

WAYS PARENTS CAN HELP

- Keep a set of flash cards in the car to practice as you run errands. Encourage your child to explain the strategy that they used to solve the problem.
- With a deck of cards, use the number cards to play Fact War. Each player flips 1 card and the player to say the sum first, gets both cards
- Have your child sort a set of flashcards based on the strategy that they would use to solve the problem. Have them select one strategy pile to solve.
- Students often overuse “counting on” for all math facts. Help your child to generate facts that are efficient for counting on and facts that are not efficient for counting on (you could create a list or use flashcards to make groups). Encourage your child to explain why counting on would not be efficient for a fact (such as 5+7).

BACKGROUND INFORMATION AND EXAMPLES FOR PARENTS

Addition Using Ten Frames: <http://video.carrollk12.org/view/HEIMUSINGDOUBLETENFRAMESTOSOLVE>

Try the addition crossword puzzle below or make your own. More puzzles can be found at <http://www.mathinenglish.com/menuCrosswordI.php>.

Addition up to 20

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

Across

- 8 + 8
- 7 + 8
- 11 + 3
- 9 + 4
- 12 + 7
- 5 + 11
- 12 + 6
- 11 + 9
- 4 + 6
- 8 + 6

Down

- 5 + 8
- 8 + 6
- 6 + 7
- 11 + 8
- 12 + 4
- 9 + 9
- 6 + 6
- 3 + 7
- 13 + 7
- 7 + 7



SECOND GRADE SOCIAL STUDIES

Responsible Citizens in Our Community

Dear Families,

Here is what your child is learning in Second Grade, during the study of "Responsible Citizens in Our Community," with some specific ways you can help. Look for additional newsletters for upcoming units.

RESPONSIBLE CITIZENS IN OUR COMMUNITY

Children will be able to:

- Explain how school/community rules promote orderliness, fairness, responsibility, privacy, and safety
- Identify leadership positions and organizations in the community and how they can help maintain safety and order
- Use democratic skills and attitudes (rights/responsibility, respect, fairness, honesty, loyalty, and courage)
- Connect important symbols, people, songs, and poems to the ideals they represent (George Washington – leadership, flag – loyalty and respect, National Anthem – courage and freedom)
- Explain contributions of local government leaders of school and community (county exec., county council or mayor, and city council)
- Explain how contributions of people are recognized in holidays (Memorial Day, Constitution Day) to represent democratic beliefs and attitudes
- Recognize how making choices affects self, family, school, and community
- Identify concerns in the community (safety issues and pollution) and ways to resolve these concerns

KEY VOCABULARY

Community - a group of people who live in the same area (such as a city, town, or neighborhood)

Leader – a person who sets an example for others to follow

Leadership – setting an example for others to follow

Symbol – a visual that represents a person, place or thing

Trademark – something that shows ownership over an idea or product

Pledge of Allegiance - promise of loyalty to the United States

Respect - a feeling or understanding that someone or something is important

Rule – a direction you are asked to follow

Law – a rule that is enforced by some type of authority

National Anthem - a song that praises a particular country and that is officially accepted as the country's song

Statue – a figure that is built, usually to honor someone or something

Liberty – freedom to act and speak freely

Freedom – being able to speak, think and act without being controlled

Democracy – a type of government in which everyone is treated equally and has equal rights

Strength – being united and being able to defend (as it pertains to a nation)

Contribution – giving time, money, etc. to someone in need of help

Celebrate - to do something special or enjoyable for an important event, occasion, holiday, etc.

Citizen - a person who legally belongs to a country and has the rights and protection of that country

WAYS FAMILIES CAN HELP

- Discuss the differences in rules for different places and situations and their importance
- Explain the roles of our local and state leaders
- Identify people and their contributions for holidays celebrated
- Suggested readings
- What are your Basic Rights? By Jacqueline Laks Gorman
- Community Spirits; Symbols of Citizenship in Communities By Angela Catalano
- What Does the President Do? By Amanda Miller
- Visit Discovery Ed. to watch video clips on these topics.



Second Grade Science

Waves

Dear Families,

Here is what your child is learning in Second Grade, during the study of Waves with some specific ways you can help. Look for additional newsletters for upcoming units.

Waves

Students need to:

- Know that sounds are made from vibrations.
- Design simple tests to gather evidence to support or refute ideas about causes.
- Know that objects can be seen in light if they give off their own light.
- Make observations in order to construct an evidence-based account for natural phenomena.
- Design simple tests to gather evidence to support or refute opinions about causes.
- Know that mirrors can be used to redirect a light beam.
- Know that a material changes the direction of the light and can light up the surrounding space in a different direction.
- Collaboratively investigate to produce evidence to answer a question.
- Use tools and materials provided to design a device that solves a specific problem.
- Know that people also use a variety of devices to communicate over long distances.

Key Vocabulary

Absorb: take in or soak up by chemical or physical action.

Illuminate: lighting or light.

Light: the natural agent that stimulates sight and makes things visible.

Light Beam: directional projection of light energy radiating from a light source.

Light Path: the path a beam of light follows.

Man Made Light: light produced by man-made products.

Natural Light: light produced by natural resources.

Opaque: not able to be seen through; not transparent.

Reflect: a surface or body throws back heat, light, sound without absorbing it.

Semaphore: a system of sending messages by holding the arms or two flags or poles in certain positions according to an alphabetic code.

Signal: a gesture, action, or sound that is used to convey information or instructions, typically by prearrangement between the parties concerned.

Sound: vibrations that travel through the air or another medium and can be heard when they reach a person's or animal's ear.

Translucent: allowing light, but not detailed shapes, to pass through; semitransparent

Transmit: cause something to pass on from one place or person to another.

Transparent: allowing light to pass through so that objects behind can be distinctly seen.

Vibrations: (vibrate: move or cause to move continuously and rapidly to and fro) an instance of vibrating

Visible: able to be seen

Ways FAMILIES Can Help

- Use the Discovery Education link to find more information ([see the following page for log-in information](#)).
- Make your own musical instrument using vibration to make sound.
- Look for ways light and sound are used to communicate (traffic lights, phone rings, neon sign (open), etc.)
- Experiment with ways to make a flashlight reflect from one surface to another.
- Experiment with how blocking light can create a variety of shadows.
- Create stained glass using tissue paper (in many layers and write observations in a journal about what happens when light travels through it).