

Second Grade October News

News & Gentle Reminders

Second Grade will be going to Gaver Farm on Thursday, October 26, 2023. Permission Slips are coming home. **Please sign and return with your child NO LATER THAN October 19, 2023.** Parent Volunteers will be randomly selected and notified when all student permission slips are received.

1. Please check your child's folder daily.
2. Homework Notebooks are to return to school on **Friday**. They will be checked and returned on the following school day.
3. Please be sure to email your child's teacher and LEattendance@carrollk12.org with early dismissal information before 1:30pm.

October 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5 Progress reports come home	6	7
8	9	10 Fun Run	11	12	13 Fun Run Rain Date	14
15	16	17 Conference Night	18	19	20 No School	21
22	23	24 2nd Grade School Store	25	26 Gaver Farm Field Trip	27	28
29	30	31				

Fundations Level 2 - Unit 2

Dear Family,

We are ready to begin Unit 2 in **Fundations®**. During the next 2 weeks, we will be teaching or reviewing:

Skill I	What is it?	How can you help at home?
Bonus letter spelling rule	<p>When a 1-syllable word ends in f, l, or s, a second f, l, or s is added when spelling the word.</p> <p style="text-align: center;">★</p> <p>Ex. p u f f</p>	<ul style="list-style-type: none"> Dictate the word and have your child repeat the word. Have your child tap out the word - bonus letters get one tap. Have your child spell the word. <p>Example words: <i>dress, thrill, gruff, stiff, still</i></p>
Glued sounds	<p>A glued sound is one in which letters have their own sounds but are difficult to separate.</p> <p>all-ball-/all/ an-fan- /an/ am-ham-/am/</p> <p>ang-fang-/ang/ ing-ring- /ing/ ong-song-/ong/ ung- lung-/ung/</p> <p>ank-bank-/ank/ ink-pink- /ink/ onk-honk-/onk/ unk- junk-/unk/</p> <p>ex. a n g b</p>	<ul style="list-style-type: none"> Dictate the word and have your child repeat the word. Have your child tap out the word - glued sounds get one tap. Have your child spell the word. <p>Example words: <i>thing, blank, swing, junk, strong, stall</i></p>

For additional practice activities, you may contact your child's teacher. Remember to **make it FUN!**

Did you know?


- The following are words that are exceptions to the bonus letter spelling rule: yes, bus, us, of, if, gas, this, plus, pal.

Sincerely,
The 2nd Grade Team

Fundations Level 2 - Unit 3

Dear Family,

We are ready to begin Unit 3 in **Fundations®**. During this unit, we will be teaching:

Skill	What is it?	How can you help at home?
Closed Syllable Exception	<p>There are five exceptions to the closed syllable rule: ild, old, ost, ind, olt. They are exceptions because the vowel has a long sound.</p> <p>Note the closed syllable exceptions in the following sentence: <i>You will find the wild colt by the old post.</i></p> 	<ul style="list-style-type: none">• Dictate the word and have your child repeat the word.• Have your child tap out the word - closed syllable exceptions get one tap.• Have your child spell the word. <p>Example words: <i>scold, wild, bolt, kind, blind, gold, jolt</i></p>

Did you know?

- These word families are not always closed syllable exceptions. For example, "lost" has a short vowel sound. Use the context of the sentence to read the word correctly.

For additional practice activities, you may contact your child's teacher. **Make it FUN!**

Sincerely,
The 2nd Grade Team

Unit 1 FRIENDS AND FAMILY

Week 4 Animals Need our Care

Reading and Language Arts Outline

Essential Question: *How do we care for animals?*

Story - Taking Care of Pepper

Genre - narrative nonfiction

Story - Lola and Tiva

Genre - narrative nonfiction

Comprehension Strategy

ask and answer questions

Comprehension Skill

text features; text evidence

Vocabulary Strategy

root words

Writing Traits

organization

Grammar

predicates

Structural Analysis

-ed, -ing, sounds of "ed"

Mechanics

commas with sequence words

Spelling and Phonics

short a, long a

bag

cap

ham

bake

ate

mad

back

cape

made

rake

still

belt

year

done

your

Vocabulary

allowed - having permission to do something

care - close and kind attention

excited - feeling very happy and eager

needs - things one must have

roam - to wander

safe - away from harm

wandered - moved here and there

wild an area where animals run free

High Frequency Words

another, done, water, your, into, show, now, too, move, year

Oral Vocabulary Words

duty, equipment, professions, satisfaction, thorough

Unit 1 FRIENDS AND FAMILY

Week 5 What Happens When Families Work Together

Reading and Language Arts Outline

Essential Question: *What happens when families work together?*

Story - Families Work!

Genre - expository text

Story - Families Working Together

Genre - expository text

Comprehension Strategy

ask and answer questions

Comprehension Skill

key details

Vocabulary Strategy

inflectional endings: s, es, ed, ing

Writing Traits

sentence fluency

Grammar

expanding and combining sentences

Structural Analysis

possessive nouns

Mechanics

quotation marks

Spelling and Phonics

short i, long i: i_e

did

fin

pick

line

pipe

tip

mix

five

side

hike

cape

made

other

goes

any

Vocabulary

check - to see if something is correct

choose - to pick something out

chores - small jobs

cost - the price of something

customers - buyers at a store or business

jobs - work done for pay

spend - to pay money

tool - things to work with

High Frequency Words

all, any, goes, new, number, other, right, says, understands, work

Oral Vocabulary Words

exchange, homework, lucky, members, treasure

Unit 2 ANIMAL DISCOVERIES

Week 1 Animals and Nature

Reading and Language Arts Outline

Essential Question:

How do animals survive?

Story - A Visit to the Desert

Genre - realistic fiction

Story - Sled Dogs Run

Genre - realistic fiction

Comprehension Strategy

make predictions

Comprehension Skill

character, setting, plot

Vocabulary Strategy

prefixes: -re, un, dis

Writing Traits

ideas

Grammar

nouns

Structural Analysis

roots, inflectional endings: -ed, -ing

Mechanics

commas in a series

Spelling and Phonics

short o, long o

box

fox

dog

lock

pot

cone

home

nose

poke

rope

side

line

have

off

took

Vocabulary

adapt - to become used to a place or thing

climate - the weather in a place over a long time

eager - wanting to do something

freedom - the ability to move or be free

fresh - new; not spoiled

sense - a feeling

shadows - dark areas made by blocking light

silence - a lack of sound

High Frequency Words

because, cold, family, friends, have, know, off, picture, school, took

Oral Vocabulary Words

capture, chorus, croak, reason, visitor



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

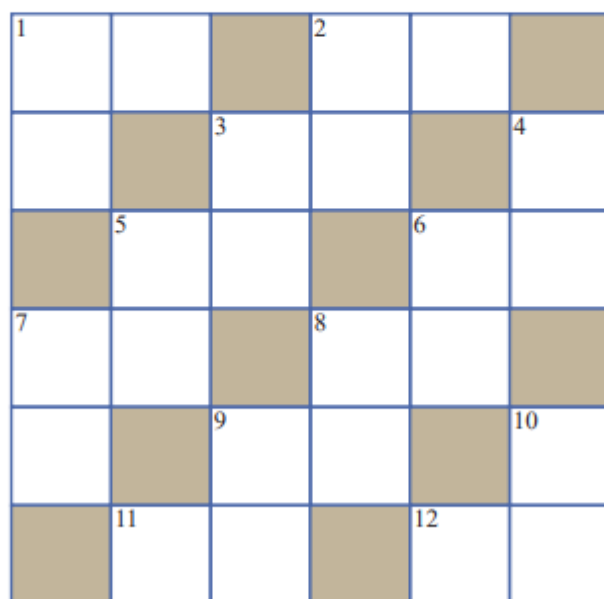
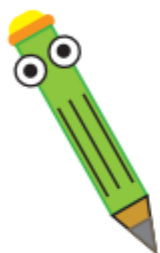
- Keep a set of flash cards in the car to practice as you run errands. Encourage your child to explain the strategy that they used to solve the problem.
- With a deck of cards, use the number cards to play Fact War. Each player flips 1 card and the player to say the sum first, gets both cards
- Have 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 Crossword Puzzle



ACROSS

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

DOWN

1. $15 + 4$
2. $8 + 8$
3. $8 + 4$
4. $9 + 10$
5. $12 + 5$
6. $7 + 7$
7. $9 + 7$
8. $5 + 5$
9. $18 + 2$
10. $9 + 9$



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 from) 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).



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.