



Second Grade November Newsletter

News & Gentle Reminders

Hello Families!

As the weather begins to change, please be sure to send your child to school with appropriate outdoor clothing.

Please remember to do the following:

- **Remind your child of the LSE STAR Standards. (Being Safe, Taking Responsibility, Be an active learner, and Showing Respect.)**
- Please check your child's folder daily.
- Homework Notebooks are to return to school on **Friday**. They will be checked and returned on the following school day.
- Please be sure to email your child's teacher and the school with early dismissal information and absence information before 1:00pm.

To reach our front office or make any changes to student information
email: seattendance@carrollk12.org

UPCOMING EVENTS

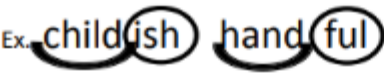
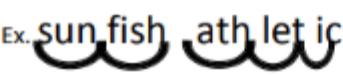
- ❖ **11/02 & 11/03 – Unit 1 Math Test**
- ❖ **11/07 – Early Dismissal – End of Quarter 1**
- ❖ **11/08 – Start of Marking Period 2**
- ❖ **11/14 – Second Grade American Education Week Visit / Report Cards are distributed.**
- ❖ **11/15 - Parent / Teacher Conference Night**
- ❖ **11/21 – Chick Fil A Spirit Night**
- ❖ **11/22 – Early Dismissal**
- ❖ **11/23 –11/24 Thanksgiving Holiday**

Please see the following pages below for more information about academics.

Foundations Level 2 - Unit 5

Dear Family,

We are now working in Unit 5 of the **Foundations®** program. During the next 2 weeks, we will be teaching:

Skill	What is it?	How can you help at home?
Additional Suffix Endings	<p>The suffix endings are: -ful, -ment, -ish, -ness, -less, -able, -en</p> <p>Ex. </p>	<p>Steps for practicing words with suffixes:</p> <ol style="list-style-type: none"> 1. Dictate the word and have your child repeat the word. 2. Have your child separate the base word from the suffix and tap out the base word. <i>DO NOT</i> tap out the suffix. 3. Have your child tell you the letters that go with the sounds of the base word. 4. Have your child write the base word THEN add the suffix. <p>Example words: <i>kindness, limitless, shipment, fixable, selfish</i></p>
Multisyllabic Words	<p>A word that has more than one syllable. Each scoop indicates a syllable.</p> <p>Ex. </p>	<ul style="list-style-type: none"> • Dictate the word and have your child repeat the word. • Have your child tap out the word. • Have your child spell the word. <p>Example words: <i>inhibit, volcanic, discredit, magnetic</i></p>

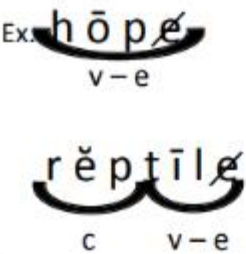
For additional practice activities, you may contact your child's teacher. **Have FUN!**

Sincerely,
The 2nd Grade Team

Foundations Level 2 - Unit 6

Dear Family,

We are now working in Unit 6 of the **Foundations®** program. During the next 2 weeks, we will be teaching:

Skill	What is it?	How can you help at home?
Vowel-consonant-e Syllable Type	<p>The 'e' at the end of a word changes the vowel sound in the word. The final 'e' is silent and the other vowel has the long vowel sound.</p> <p>Ex. </p>	<ul style="list-style-type: none"> • Dictate the word and have your child repeat the word. • Have your child tap out the word. • Have your child spell the word. <p>Example words: <i>code, prize, invite, flagpole, exhale, reptile</i></p>

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

Sincerely,
The 2nd Grade Team



Second Grade Mathematics – Unit 2

During Unit 2, your child will use their understanding of addition and place value to develop fluency with addition and subtraction within 100. They will solve problems by applying their understanding of fact strategies and models for addition and subtraction. Your child will develop, discuss, and use efficient, accurate and generalizable methods to compute sums and differences of whole numbers to 1,000 using their understanding of place value and the properties of operations. They will select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds, leading them to understand why procedures work.

Operations and Algebraic thinking

STUDENTS need to:

- fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- represent whole-number sums and differences within 100 on a number line diagram
- explain why addition and subtraction strategies work, using place value and the properties of operations
- add up to four two-digit numbers using strategies based on place value and properties of operations
- use addition and subtraction within 100 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
- solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- count within 1000; skip-count by 5s, 10s...
- 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
- fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers

Ways Parents Can Help

- Help your child use addition or subtraction to solve real world problems (e.g. adding a bill, calculating change from a purchase...) and have them explain why the addition or subtraction strategy they used worked.
- Create and solve word problems involving money. For example, if you have 2 quarters and 3 dimes, how many cents do you have?
- Practice counting a group of all nickels (skip counting by 5) and then all dimes (skip counting by 10)
- Use the ace through nine cards from one or two decks of playing cards to help practice single digit addition facts. Your child can simply turn over or pick the two cards to add together. You can also play a game where each partner picks two cards from their face down pile and adds them together. The player whose cards made the largest sum gets all four cards. Repeat. The player with the most cards at the end

Background information and examples for Parents

Addition

<http://video.carrollk12.org/view/LAZARUSDECOMPOSINGADD>

<http://video.carrollk12.org/view/LAZARUSOPENNUMBERLINEADD>

<http://video.carrollk12.org/view/HEIMBASETENMODELSWITHADDITION>

Subtraction

<http://video.carrollk12.org/view/LAZARUSOPENNUMBERLINESUBT2>

Key Vocabulary

Add	Fluent	Number Sentence
Addend	Fewer	Ones
Associative Property	Graph	Plus
Commutative Property	Inverse Operation	Scale
Data	Mentally	Strategy



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.

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

Ways FAMILIES Can Help

- 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

Unit 2 ANIMAL DISCOVERIES

Week 3 Animal Habitats

Reading and Language Arts Outline

Essential Question: *What are features of different animal habitats?*

Story – A Prairie Guard Dog

Genre – narrative nonfiction

Story – Turtle, Turtle

Genre – narrative nonfiction

Comprehension Strategy

make predictions

Comprehension Skill

key details; B-M-E

Vocabulary Strategy

context clues; suffixes -ly, -ful

Writing Traits

organization

Grammar

common and proper nouns

Structural Analysis

prefixes -re, -un, -dis

Mechanics

abbreviations

Spelling and Phonics

place	barge
trace	ice
bulge	badge
space	range
mice	cage
mule	huge
out	wash
saw	

Vocabulary

buried – covered up or hidden
escape – to get away
habitat – the place where an animal lives
journey – a long trip
nature – the part of the world not made by people
peeks – looks quickly
restless – always wanting to move
spies – catches sight of

High Frequency Words

almost, buy, food, out, pull, saw, sky, straight, under, wash

Oral Vocabulary Words

defend, encounter, located, positive, react

Unit 2 ANIMAL DISCOVERIES

Week 4 Baby Animals

Reading and Language Arts Outline

Essential Question: *How are offspring like their parents?*

Story – Eagles and Eaglets

Genre – expository Text

Story – Baby Bears

Genre – expository Text

Comprehension Strategy

Reread

Comprehension Skill

key details; descriptive details

Vocabulary Strategy

multiple meaning words

Writing Traits

word choice-precise words

Grammar

plural nouns -s, -es, irregular plural

Structural Analysis

suffixes: -ful, -less

Mechanics

abbreviations

Spelling and Phonics

ch, tch, sh, ph, th, ng, wh

chop

shape

phone

sting

bring

place

seven

early

catch

trash

that

thin

while

badge

isn't

Vocabulary

adult – a person who is fully grown

alive – having life; living

covered – put over or on top of

fur – the hair on an animal

giant – very large

groom – to make clean and neat

mammal – a type of animal with fur that gives milk

offspring – the young of an animal

High Frequency Words

these, start, walk, seven, eight, learn, try, isn't, baby, early

Oral Vocabulary Words

guide, leader, protect, provide, separate

Unit 2 ANIMAL DISCOVERIES

Week 5 Animals in Poems

Reading and Language Arts Outline

Essential Question:
**What do we love about
animals?**

Story – Baby Bears

Genre -expository Text

Comprehension Strategy

reread

Comprehension Skill

main topic and key
details

Vocabulary Strategy

multiple meaning words; linking
words

Writing Traits

word choice-
rhythm

Grammar

plural nouns -s, -es, irregular plural

Structural Analysis

suffixes: -ful, -less

Mechanics

Spelling and Phonics

ch, tch, sh, ph, th, ng, wh

chop	catch
shape	trash
phone	that
sting	thin
bring	while
place	badge
seven	isn't
early	

Vocabulary

adult – a person who is fully grown

alive – having life; living

covered– put over or on top
of

fur – the hair on an animal

giant– very large

groom – to make clean and
neat

mammal – a type of animal with
fur that gives milk

offspring – the young of an animal

High Frequency Words

these, start, walk, seven, eight, learn, try, isn't, baby,
early

Oral Vocabulary Words

guide, leader, protect, provide, separate



SECOND GRADE SOCIAL STUDIES

Our Community at Work

Dear Families/Guardians,

Here is what your child is learning in Second Grade, during our unit, "Our Community at Work" with some specific ways you can help. Look for additional newsletters for upcoming units.

OUR COMMUNITY AT WORK

Children will be able to:

- Identify and discuss the economic choices people make about goods and services
- Identify the natural, capital, and human resources used in the production of a good or a service
- Identify specialized workers in the school and community
- Analyze why consumers use technology in their daily lives
- Describe different market situations where buyers and sellers meet to exchange goods and services
- Identify goods and services provided by businesses or the government
- Explain different ways to pay for goods and services, such as credit cards, checks, debit cards and money orders

KEY VOCABULARY

Goods – They are things that you can use, eat, or drink (something that can be held or touched)

Resources – materials we need to build or make something

Capital Resources - goods made by people and used to produce other goods and services

Human Resources - people doing physical or mental work to produce goods or services

Natural Resources - gifts of nature that can be used to produce goods and services

Occupation- the job by which someone earns a living

Specialized Workers- use natural, human and capital resources in their jobs

Services – It is work that is done for others, such as a teacher or a fire fighter.

Taxes – It is an amount of money that people are required to pay the government and is then used it to pay for the things done by the government.

Bargain - something bought for a low price

Consumer - a person who buys and uses goods.

Market - a place where people buy and sell things

Producer - a person who grows or makes things for people to buy

Production - the act of creating goods and services by combining economic resources.

Vendor - a person who sells things

Credit- money borrowed to buy something; people must pay credit back later.

Check- a way to let people use money they keep at banks

Debit Card- a way to let people use money they keep at banks

Money Order- an order for a specific sum of money, usually purchased with cash at a bank or post office and can be used to make payments

Occupation- the job by which someone earns a living

Technology - Skills, methods, tools, machines and other things used to perform activities. Technology changes over time and affects the way we live, work, and play.

Economic Resources - the natural, human, and capital resources that are used to produce goods and services: also call factors of production.

WAYS FAMILIES CAN HELP

- Involve children in financial decision making (school, food, and activity spending) as appropriate
- Identify human, natural, and capital resources in your household
- Identify taxes on receipts when making purchases
- Identify occupations and places that provide services (i.e. fire stations, doctor's office, and server).
- Identify items purchased when shopping at various places (i.e. grocery store, mall, and restaurant) as goods.
- Visit Discovery Ed. to watch video clips on community services.



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.

Feelings Photography Scenarios

Show me how you would feel if you:

- Tripped and spilled juice on the floor
- Got a hug from a family member
- Left your favorite book on the bus
- Received a birthday card in the mail
- Had an argument with your friend
- Got an invitation to a party
- Broke a family member's favorite mug

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 can tell.
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 _____.

(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)



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?

Confidence Ratings

Child: Rate Your Confidence in Leading the Game			
Great	<input type="text"/>	<input type="text"/>	<input type="text"/>
Good	<input type="text"/>	<input type="text"/>	<input type="text"/>
So-So	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Practice 1	Practice 2	Practice 3

Adult: Rate Your Confidence in Playing the Game			
Great	<input type="text"/>	<input type="text"/>	<input type="text"/>
Good	<input type="text"/>	<input type="text"/>	<input type="text"/>
So-So	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Practice 1	Practice 2	Practice 3

<input type="text"/>	<input type="text"/>	<input type="text"/>
(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)

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.

(CHILD'S NAME)

(DATE)

(ADULT'S SIGNATURE)