

# Second Grade News

## September 2025

### 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

Homework notebooks will be coming home on Monday, September 8<sup>th</sup>. Please review the "Homework Tidbits" for information about how students will complete the homework each week. Homework Journals are due back on Friday or the last day in the school week. The content each week is a review of things that your child is learning in school. Please have your child review the skills while at home. If you have any questions, please reach out to your child's teacher.

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

Ms. Daniel - [AlexisDaniel@carrollk12.org](mailto:AlexisDaniel@carrollk12.org)

Ms. Hoey - [JenniferHoey@carrollk12.org](mailto:JenniferHoey@carrollk12.org)

Ms. Hudspeth- [SheriHudspeth@carrollk12.org](mailto:SheriHudspeth@carrollk12.org)

Ms. Wimmer [JamieWimmer@carrollk12.org](mailto:JamieWimmer@carrollk12.org)

Ms. Yi - [TiffanyYi@carrollk12.org](mailto:TiffanyYi@carrollk12.org)

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

[lseattendance@carrollk12.org](mailto:lseattendance@carrollk12.org)

## 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?
<b>Digraph</b>	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"> <li>Dictate the word and have your child repeat the word.</li> <li>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.</li> <li>Have your child spell the word.</li> <li>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></li> </ul>
<b>Consonant Blend</b>	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.	
<b>Digraph Blend</b>	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.	
<b>Closed Syllables</b>	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"> <li>Dictate the word and have your child repeat the word.</li> <li><b>Have your child tap out the word - digraphs get one tap.</b></li> <li>Have your child spell the word.</li> </ul> Example words: <i>quiz, shrimp, chimp, strap, quack, brunch</i>

<b>High Frequency Words</b>	boy, by, girl, he, here, she, small, want, were, what
<b>Oral Vocabulary Words</b>	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

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

### Down

1.  $5 + 8$
2.  $8 + 6$
3.  $6 + 7$
4.  $11 + 8$
5.  $12 + 4$
6.  $9 + 9$
7.  $6 + 6$
8.  $3 + 7$
9.  $13 + 7$
10.  $7 + 7$



# Playground Math Facts

Dear Parents,

We are beginning an exciting new program called "Playground Math Facts" to help students build their fact fluency within 20. Our goal is for them to memorize these important facts by the end of second grade. These are facts that students need to know "just like that (snap)" just like we know sight words "just like that"! We have been doing a lot of practice building these equations using manipulatives, using ten frames and with number lines, but our goal is to move away from those strategies and get them memorized automatically. Students should be able to tell the answer orally within 3 seconds.

Kids will work through various Playground Fact Levels as they master these facts. They will be able to move at their own pace and request to be assessed when they are ready.

Attached is an outline of the math facts and their category. Students will be given certificates as they master each level and the next group of flash cards to work on at home. We hope that this is a fun way for kids to practice their math facts!

Please let us know if you have any questions.

## Playground Math Facts

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9
grass	swing set	slide	sandbox	monkey bars	see-saw	jungle gym	bench	student
Review First Grade Facts	Add Use Doubles	Subtract Use Doubles	Add 10	Subtract 10 and differences of 10	Use ten addition	Use ten subtraction	Use ten subtraction	Review All
6 + 6 7 + 7 8 + 8 9 + 9 10 + 10 18 - 9 16 - 8 14 - 7 12 - 6 10 - 9 10 - 8 10 - 7 10 - 6 10 - 5 10 - 4 10 - 3 10 - 2 20 - 10	3+4 4+5 5+6 6+7 7+8 8+9 9+10 3+5 5+7 6+8 7+9  * also the turn-around facts	7-3 7-4 9-4 9-5 11-6 11-5 13-7 13-6 15-8 15-7 17-8 17-9 8-5 8-3 12-5 12-7 14-6 14-8 16-7 16-9	10+3 10+4 10+5 10+9 10+6 10+7 10+8 10+2  * also the turn-around facts	19-9 19-10 18-8 18-10 17-7 17-10 16-6 16-10 15-10 15-5 14-10 14-4 13-10 13-3 12-10 12-2 11-10	4+7 3+8 4+8 5+8 6+8 7+8 3+9 4+9 5+9 6+9 7+9 8+9  * also the turn-around facts	11-7 11-8 12-8 13-8 14-8 15-8 16-8 17-8 11-9 12-9 13-9 14-9 15-9 16-9 17-9 18-9	11-3 11-4 12-3 12-4 13-4 13-5 13-6 14-5 14-6 15-6	Student should choose 25 old facts to mix up and practice!  (no grass ones!)

As the year goes on, to review facts all mixed up, we may add some more equipment to our playground!



# SECOND GRADE SOCIAL STUDIES

Dear Parents,

This quarter your child will be learning about civic values. Below is an outline of the objectives studied during the second-grade civics unit as well as essential vocabulary.

**Unit Enduring Understanding:** Meeting the common good in a democracy is important, but difficult.

**Unit Question:** How can leaders and citizens support the common good?

**Essential Question 1: Why is the common good important?**

**Students will analyze the importance of the common good in decision making by:**

- defining the common good.
- explaining the importance of promoting the common good.
- recognizing that people are sometimes not treated fairly for reasons beyond their control.
- explaining how multiple perspectives sometimes make it difficult to agree upon what is the common good.
- researching examples of leaders making decisions for the common good.

**Essential Question 2: What is a democracy?**

**Students will understand democratic ideals by:**

- explaining what makes the United States a democratic republic.
- identifying the local, state, and federal levels of government.
- researching examples of democratic leaders addressing the wants and needs of the people they serve.

**Essential Question 3: Why should I be an active citizen?**

**Students will analyze responsible civic engagement by:**

- identifying civic engagement activities on the local, state and national level.
- explaining how participating in civic activities engages citizens with their communities.
- exploring voting as a part of civic life that Americans use to participate in government and select people in power.
- investigating communication tools that Americans use to have their voices and ideas heard by those in government.
- researching examples of civic engagement through historic figures and ordinary citizens.

## How to Support your Student

- Review key vocabulary and key concepts previously taught in school.
- Ask your child about their thoughts and opinions on what they learned that day.
- Look over the work your child is bringing home.

## Key Vocabulary

- **Common Good:** anything that benefits an entire society, group, or community.
- **Society:** a group of people who share rules and laws.
- **Community:** a place where people live, work, and play
- **Cooperating:** working together to achieve a common goal or complete a task successfully.
- **Defection:** withdrawing support or lacking responsibility.
- **Perspective:** The way a person thinks or feels
- **Equal Rights:** everyone, regardless of who they are, has the same basic rights and should be treated fairly

- **Authority:** when someone is given power by the people in society because they are trusted.
- **Power:** having control over people, places, or situations.
- **Government:** A group of people who make decisions for a country, state, or community
- **Federal Government:** The central government of the whole country
- **State Government:** a smaller government that makes and enforces laws specific to that state.
- **Local Government:** Government that focuses on specific needs of a town or city.
- **Vote:** a formal expression of a choice in an election or other group decision.
- **Democracy:** A form of government where people have the power to choose their leaders and make decisions about how they are governed.
- **Election:** The process of choosing a person for office by voting. **Protest:** When people come together to show they disagree with something and want it to change.
- **Communicate:** To share information with others. How we let others know what we are thinking, feeling, or wanting.



# 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).



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Dear 2<sup>nd</sup> Grade Families,

We will be studying light and sound waves in our upcoming STEM unit. We need your help collecting items for hands-on activities performed in class throughout this unit.

Please send in any of the following items:

- Toilet paper tubes
- Paper Towel Tubes
- Shoeboxes (any size)
- Empty containers with lids like an oatmeal containers, coffee cans, etc.
- Colored Tissue Paper
- Colored Cellophane

Thank you in advance for your donations,

Second Grade Stem Teacher