



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:

- o Remind your child of the LSE STAR Standards. (Being Safe, Taking Responsibility, Be an active learner, and Showing Respect.)
- o Please check your child's folder daily.
- o Homework Notebooks are to return to school on Friday. They will be checked and returned on the following school day.
- o Please be sure to email your child's teacher and the school with early dismissal information and absence information before 1:00pm.
- o Data Binders may come home during the week. Please review your child's work and leave any comments or reach out to your child's teacher about your concerns.

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

UPCOMING EVENTS

- ❖ 11/04 – Early Dismissal
- ❖ 11/11 – Report Cards come home
- ❖ 11/14– Maryland Science Center Field Trip
- ❖ 11/25 - Parent / Teacher Conference Night
- ❖ 11/26 - Early Dismissal - Thanksgiving Break

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

Dear Family:

These past few weeks have been busy in Level 2 of Foundations®! We are now about to review the second syllable type. It is often referred to as the **v-e syllable**, which stands for **vowel-consonant-e** (any vowel or consonant). It is important for your child to recognize the pattern of this syllable, therefore I spend time going from a closed syllable such as **cap** to a v-e syllable such as **cape**. It is the vowel **e** at the end of the word that is silent but makes the first vowel say its name. We mark these words:

c ā p e
v-e

Your child will combine closed and v-e syllable words such as **reptile**.

I will also teach your child that when the consonant **s** is between two vowels as in the word **rose**, that **s** may have the /z/ sound. Another example is the word **wise**. However, in the word **base** the **s** has its regular sound of /s/. When you dictate a word that has an **s** between two vowels and your child is not sure if the letter should be an **s** or **z**, a dictionary may be used to check it.

Lastly, I will teach that words in English do not end with the letter **v**. Therefore, some words have an **e** at the end but the vowel is still short (**have**, **give**). The **e** is there for the **v**. The suffix **-ive** will be added to the suffixes that we add to words.

I have enclosed a page with the double vowel teams. Review these with your child and keep them handy for reference when your child is reading. Please let me know if you have any questions or concerns about your child's progress.

Sincerely,





Homework Guide

Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	tub	step	rash	dish	
On Tuesday Dictate	Current Words	→	code	prize	tape	Pete	tube
On Wednesday Dictate	Trick Words	→	often	only	house	once	move
On Thursday Dictate	Sentence	→	I hope that Jane is not late.				

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	hopeful	mule	chase	broke	
On Tuesday Dictate	Current Words	→	rose	pin	invite	flagpole	exhale
On Wednesday Dictate	Trick Words	→	right	know	place	used	together
On Thursday Dictate	Sentence	→	Jake will give Tim a cold drink.				

Dear Family:

The third type of syllable in English is called an **open syllable**. Even though your child has read and spelled many words with open syllables, we will now directly teach this syllable type and how to mark it. The open syllable has only one vowel and it does not have a consonant after it. Some examples include:

go flu we I

These are marked:

gō
o

Open syllables can be combined with closed and v-e syllables to form longer words:

prētēnd
o c

prōvide
o v-e

When studying open syllables, it is time to introduce **y as a vowel**. Know that **y** is a consonant when it begins a word, otherwise, it is a vowel. **Y** has 2 vowel sounds in an open syllable. In a one-syllable word, **y** has the long **i** sound as in **cry** and in multisyllabic words it usually has the long **e** sound as in **baby**. In addition to **y** being a consonant and a vowel, it can also be a suffix ending as in the word **lump - lumpy** or part of a suffix ending as in **safely** or **safety**. When **y** is a suffix, it has the sound of long **e**.

Sincerely,



Dear Family Member,

Welcome to our next unit of study, “Characters Facing Challenges.”

Just as in real life, characters in literature are faced with challenges they must overcome. In fact, that’s the theme of our second unit. As we read tales and poems from around the world, we’ll be meeting characters from classic tales, including King Midas from the Greek myth and Yeh-Shen, the heroine of the first “Cinderella”-type tale, from ancient China.

The characters in our selections need to overcome some hardship, sometimes brought on themselves, and sometimes by others. In each, they must find a way to solve their problems. Sometimes, as in the tale of Yeh-Shen, another character, a talking goldfish, comes to her rescue. However, more often than not the characters learn valuable lessons. For example, the milkmaid from an Aesop’s fable and a boy from today, competing in a running race, learn about the downside of daydreaming.

What follows are some activities you and your child can work on together. I look forward to working together as partners this year. Should you have any questions about our reading program or about your child’s progress, please don’t hesitate to contact me.

Characters Facing Challenges

Here are some activities designed to continue the conversation about the challenges and to build on the skills and concepts your child is learning in school. Hopefully, you'll even have some fun, too, as you work together!

Topic Connection

Talk It Up!

As you and your child are watching television, eating dinner, or driving to soccer practice, talk about different kinds of challenges. You can bring up the challenges a TV character might be facing or you can discuss one of the challenges you've faced over the years. Ask about the issues your child might have with friends or at school. What would the characters in our selections do? What lessons can be applied to your own life?

Vocabulary Connection

Act Out Those Adjectives

In this unit, students will meet some colorful characters and learn many new vocabulary words that describe their traits and behaviors, including several adjectives: **jealous, puzzled, clumsy, graceful, spoiled**. Discuss the meaning of each word. Write each word on an index card, shuffle the cards, then take turns picking one of these words, and acting it out. Bonus: List some other words (synonyms) you might use for these adjectives.

Comprehension Connection

What Happens Next?

An important reading skill is being able to make reasonable predictions, based on information in a text. To reinforce this skill, read a story or folktale with your child. Stop after the introduction and ask your child questions like: What do you think this story will be about? What clues can you find to tell you what the character is like or how the character will solve his or her problem?

Phonics Connections

The "I's" Have It

In our phonics instruction, students are reading words that have the *long i* sound, including constructions that have *i, ie, y, and igh*. To help your child gain fluency reading this letter and letter combinations, try the following activity. See how many words with a long "i" sound you can come up with by brainstorming together. Look around the house, open up a book. Below is a list of some words from the unit to help you get started.

Firefly, Spider, liked, night, flies



SECOND GRADE MATHEMATICS – Unit 2

Dear Parents,

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
- 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.
- 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 wins.

EXAMPLES FOR PARENTS

Please refer to the Unit 2 Parent Resource sheet for methods and examples for solving 2-digit addition and subtraction equations.

KEY VOCABULARY

Add	Fluent	Number Sentence
Addend	Fewer	Ones
Associative Property	Graph	Plus
Commutative Property	Inverse Operation	Scale
Data	Mentally	Strategy
Difference	Minuend	Subtract
Equal	Minus	Subtrahend
Equality	More	Sum
Equation	Number Line	Tens



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

Second Grade Social Studies

Unit 1: Civics

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.

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)

Grade 2, Unit 3

Lesson 11: Introducing Emotion Management

Home Link



What Is My Child Learning?

Your child is learning to focus attention on his or her body to get clues about how he or she feels.

Why Is It Important?

Thinking about feelings helps the thinking part of the brain start to get back in control. This helps children manage strong feelings.

Ask your child: Where do you feel strong feelings in your body? Point to the places.

Read Together

When you have strong feelings, it's hard for your brain to think. The feeling part of the brain can take over! When this happens, it's like you "flip your lid" or lose control of the thinking part of your brain. Try to focus your attention on your body for clues about how you're feeling. This gets your brain thinking again, so it can start to take back control.

Practice Together: Don't Flip Your Lid!

1. Read "How to Make a Hand-Brain" (below) and practice together.
2. Pick a feeling from the list below and think of a time you felt it strongly.
3. Make a hand-brain that has flipped its lid.
4. Think and talk about where you feel that feeling in your body.
5. Fold your fingers back over your thumb as you get back control.
6. Try another feeling!



How to Make a Hand-Brain

Description	Action
Imagine your hand is your brain.	Hold your hand up, palm facing away from you.
The thumb is like the <i>feeling</i> part of the brain.	Fold thumb in on top of palm.
Your fingers are like the <i>thinking</i> part of the brain.	Fold fingers over thumb.
When you feel strong feelings, it's like you flip your lid.	Flip up fingers.
The feeling part of the brain takes over.	Wiggle thumb.

ANGRY embarrassed **EXCITED**
WORRIED disappointed

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

