

News & Gentle Reminders

Hello families!

As the weather begins to change, please be sure to send your child to school with coats, gloves and/or hats.

Please remember to do the following:

- ❖ 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 continue to remind your child of our STAR Standards.

UPCOMING EVENTS

12/4 – 12/8 LSE Bookfair Preview Week

12/7 - Second Grade School Store

12/11 – 12/15 LSE Bookfair Buy Week

12/12 – Early Dismissal for students

12/10– Quarter 2 Interims are distributed

12/11 – Book Fair Family Night / Spelling Bee

12/23 Early Dismissal for Students

12/24 – 1/5 Schools and Offices Closed Winter Break





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
- 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 wins.

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/LAZARUSOPENNUMBERLINEESUBT2>

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

Using an Organizer for Word Problems

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

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

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 MATHEMATICS = Unit 3

Dear Parents,

During Unit 4, your child will develop an understanding of the meaning and processes of measurement, including transitivity (e.g., if object A is longer than object B and object B is longer than object C, then object A is longer than object C). They will understand linear measure as an iteration of units and use rulers and other measurement tools with that understanding. They will understand the need for equal-length units, the use of standard units of measure (centimeter and inch), and the inverse relationship between the size of a unit and the number of units used in a particular measurement. Your child will recognize that the smaller the unit, the more iterations that are needed to cover a given length. Time is a bit different from the other attributes that are commonly measured in school because it cannot be seen and because it is more difficult for students to comprehend units of time or how they are matched against a given time period or duration.

MEASUREMENT

Students need to:

- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2

KEY VOCABULARY

| | |
|--------------|---------------|
| Centimeter | Line Plot |
| Data | Measure |
| Foot | Meter |
| Height | Number Line |
| Inch | Scale |
| Length | Standard Unit |
| Minute | Width |
| Hour | Yard |
| Analog clock | Digital Clock |
| Dime | Nickel |
| Penny | Quarter |

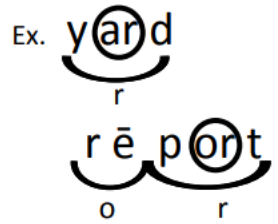
WAYS PARENTS CAN HELP

- Give your child a ruler. Help them to measure the item twice, once in inches and once in centimeters. Talk about how the difference in the total number of units is different because centimeters are smaller units than inches so it takes more of them to cover the given length.
- Help your child to find the difference in length between two objects by having them measure both and then finding the difference.
- Help your child to estimate various lengths. Have them measure the actual length to see how close they were with their estimate.
- Have your child read the time on an analog clock through the day.
- Give your child a list of times that include a.m. and p.m. to put in order.
- Give your child a "wallet" with different coins or bills and have them tell you the value.

Foundations Level 2 - Unit 8

Dear Family,

We are now working in Unit 8 of the **Foundations**® program. During the next week, we will be teaching:

| Skill | What is it? | How can you help at home? |
|--------------------------------|---|---|
| R – Controlled Syllable | <p>When a vowel is directly followed by the letter r, the r changes the sound of the vowel.</p> <p>ar – bark - /ar/ or – horn - /or/</p> <p>The vowel is neither short nor long. It is controlled by the r.</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. The r-controlled vowel gets one tap. Have your child spell the word. <p>Example words: <i>farm, corn, sport, pork, march, garlic, acorn, armpit, remark</i></p> |

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

Mark My Words

Sincerely,
The 2nd Grade Team

Underline Baseword, circle Suffix

bug(s) hill(s) rush(es)

Divide Baseword into Syllables

Look at Rules of Syllable Division

visit index chicken

Identify the Types of Syllables

Look at Syllable Types

cat elf wild

Underline Digraphs

shop bath duck

Star the Bonus letters

ball* puff* fill* kiss*

Box the Welded/glued sounds

ball ham fan ring pink

Underline each sound in a Blend

flash stump scrap



Second Grade Science Earth Systems

Dear Families,

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

Earth Systems

Students need to:

- Know that wind and water can change the shape of the land quickly or slowly.
- Know that maps show where things are located.
- Map the shapes and kinds of land and water in any area.
- Know that water is found in the ocean, rivers, lakes, and ponds.
- Know that water exists in solid and liquid form.
- Know there is always more than one possible solution to a problem, it is useful to compare and test designs.

Key Vocabulary

Coast: the part of the land near the sea; the edge of the land.

Condensation: water, which collects as droplets on a cold surface when humid air is in contact with it.

Erosion: the gradual destruction of something by wind, water, or other natural agents

Evaporation: the process of turning from liquid into vapor.

Freezing Point: the temperature at which a liquid turns into a solid when cooled.

Landforms: a natural feature of the earth's surface

Legend: key on a map that tells what symbols on the map are.

Liquid: a substance that flows freely but is of constant volume

Map: representation of an area of land or sea showing physical features, cities, roads, etc.

Mountains: a large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill.

Piedmont: a gentle slope leading from the base of mountains to a region of flat land.

Precipitation: rain, snow, sleet, or hail that falls to the ground.

Solid: firm and stable in shape; not liquid or fluid

Water Bodies: a body of water forming a geographical feature

Wind: the natural movement of the air

Ways FAMILIES Can Help

- Use the Discovery Education link to find more information ([see the following page for log-in information](#)).
- Practice reading thermometers record daily temperatures and look for patterns- warm/hot/cold
- Experiment with the water cycle. Put out containers of water/wet sponges and see how much evaporates each day.
- Explore a variety of landforms using Google Earth (or satellite in Google Maps) search for water bodies (lakes, oceans, rivers, etc.) and different landforms.
- Take a nature walk and look for changes (both quick and slow) made by water wind or other natural causes.
- Explore the roots of trees

Second Grade Social Studies

Unit 2: Geography

Dear Parents,

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

Unit Enduring Understanding: Geographic tools can be used in order to identify locations, describe places in the world, and explain the movement of people, goods, and ideas.

Unit Question: How do geographic tools help people understand Carroll County and Maryland?

Essential Question 1: What makes our county and state unique?

Students will be able to explain how location makes their county and state unique by:

- locating Carroll County and Maryland using cardinal directions on maps, globes, GPS, and Google Earth.
- describing the relative location of Carroll County and Maryland by identifying the equator and north and south poles.
- identifying continents and oceans near and far from Carroll County and Maryland on maps and globe.
- locating key physical features and human-made features in Carroll County and the state of Maryland using maps and other geographic tools.
- describing where places are located in Carroll County and the state of Maryland on a map using relative distance and direction, such as near-far, above-below and cardinal directions.
- analyzing Carroll County and the state of Maryland using bird's eye view that includes important landmarks in the county and the state.

Essential Question 2: How does where we live impact how we live?

Students will analyze the human and environmental interactions in their school community by:

- contrasting how regions across Maryland modify their environment to meet changing needs for shelter.
- describing why and how people in Carroll County and Maryland protect the environment.
- explaining how people adapt to changes in the environment.

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

- **Map:** a drawing or picture showing selected features of an area
- **Earth:** the planet on which we live
- **Globe:** a model of the earth
- **Ground view:** the view we see when we're walking
- **Bird's eye view:** the view from the sky looking down at an angle
- **View from directly above:** the view we see looking straight down at the earth

- **Compass Rose:** a symbol on a map that shows the cardinal directions: north, east, south, and west
- **North, South, East, and West:** the four main directions shown on a compass rose
- **Symbol:** a picture or shape that represents something else
- **Key:** a box of information that explains the symbols on a map
- **Features:** Anything on the Earth's surface that can be shown on a map
- **Physical Features:** natural parts of the earth's surface, such as rivers, mountains, and lakes
- **Human Features:** things made by humans, such as roads, houses, and bridges
- **Equator:** an imaginary line around the center of the earth.
- **North Pole:** the farthest point north on the Earth's surface
- **South Pole:** the farthest point south on the Earth's surface
- **Axis:** an imaginary line running through the center of the Earth
- **Ocean:** a huge body of saltwater
- **Continent:** a large area of land that covers the surface of the Earth. There are 7 continents on Earth.
- **Region:** an area of the Earth that has similar characteristics
- **Plain:** a large area of flat land
- **Coast:** land next to the sea or ocean
- **Plateau:** a raised area of land that is flat on top
- **Shelter:** a place or structure that gives protection against weather or danger
- **Adapt** - to change to fit into a new situation
- **Environment** - all living and nonliving things found in nature
- **Pollution** - harmful things like trash or smoke that make the Earth unhealthy