


Second Grade
Newsletter

FEBRUARY



News & Gentle Reminders

; Valentine's Day –

Classes will have the opportunity to exchange valentine cards. If your child chooses to participate, they must bring a valentine card for **all** students in their class. Students are able to bring in edible valentines **but they are to remain uneaten and unopened until they get home.**

Homework Notebooks:

Please have your child complete their homework each week. These skills are previously taught skills to help your child recall prior information and to practice.

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 be sure to email your child's teacher and the school with early dismissal information and absence information.

UPCOMING EVENTS

- 2/2 – 2/4 – CoGat testing
- 2/3 – Report Cards come home
- 2/12 – Parent Teacher Conferences (teacher request)
- 2/13 – Early Dismissal
- 2/16 – President's Day – No School
- 2/27 – Interims / Progress Reports Come home





SECOND GRADE MATHEMATICS – Unit 3

Dear Parents,

During Unit 3, 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

- **When measuring items, have your child help. If possible let them help with the selection of which measurement tool to use (ruler, yardstick, measuring tape...). Try to use measurement vocabulary.**
- **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 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.**

BACKGROUND INFORMATION AND EXAMPLES FOR PARENTS

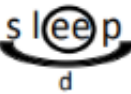

line plot using measurement data:

<https://drive.google.com/file/d/1I53a5AaSKzQxAFIVWiDaiGsjdfeWPW-9/view?usp=sharing>

Foundations Level 2 - Unit 11

Dear Family,

We are now working in Unit 11 of the **Foundations**[®] program. During the next 2 weeks, we will be teaching:

Skill	What is it?	How can you help at home?
Double Vowel Syllable (Vowel Teams)	<p>Vowel team syllables have a double vowel (d) combination, two vowels next to one another.</p> <p>ee – jeep - /ē/ ea – eat - /ē/ ey – key - /ē/</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>speed, sheet, sneak, scream, indeed, donkey, jersey, hockey, kidney</i></p>

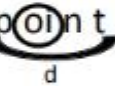

Did you know?

Reading words with vowel teams may not be as tricky as spelling them. We have taught more than one way to spell the long /ē/ sound (Ex. me, Pete, baby). When you dictate a word that has a long /ē/ sound, have your child **check a resource** to determine the correct spelling.

Foundations Level 2 - Unit 12

Dear Family,

We are now working in Unit 12 of the **Foundations**[®] program. During this week, we will be teaching:

Skill	What is it?	How can you help at home?
Double Vowel Syllable (Vowel Teams)	<p>Vowel team syllables have a double vowel (d) combination, two vowels next to one another.</p> <p>oi – coin - /oi/ oy – boy - /oi/</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>toy, broil, destroy, tinfoil, boil, tomboy, spoil, sirloin, oyster</i></p>

Did you know?

Reading words with vowel teams may not be as tricky as spelling them. For spelling, **oi** is often used in the middle of a word and **oy** is often used at the end. When you dictate a word that has the /oi/ sound, have your child **check a resource** to determine the correct spelling.

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



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