

Second Grade 2026

October News

News & Gentle Reminders

Hello Families,

At home, please remind your child of the LSE Standards of Being Safe, Taking Responsibility, Being an Active Learner and Showing Respect.

1. Please check your child's folder daily.
2. Homework Notebooks are to return to school on **Friday**. They will be checked and returned on the following school day.
3. Please be sure to email your child's teacher and LSEattendance@carrollk12.org with early dismissal information before 1:30pm.

October 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 Fall Picture Day	3
4	5	6	7	8 Fun Run	9 Fun Run Rain Date	10
11	12	13	14 Conference Night	15 Early Dismissal	16 School Closed	17
18	19	20	21	22	23	24
25	26	27	28	29	30 Trunk or Treat	31

Dear Family,

We are ready to begin Unit 3 in **Fundations®**. During this unit, we will be teaching:

Skill	What is it?	How can you help at home?
Closed Syllable Exception	There are five exceptions to the closed syllable rule: ild, old, ost, ind, olt. They are exceptions because the vowel has a long sound. Note the closed syllable exceptions in the following sentence: <i>You will find the wild colt by the old post.</i> 	• Dictate the word and have your child repeat the word. • Have your child tap out the word - closed syllable exceptions get one tap. • Have your child spell the word. Example words: <i>scold, wild, bolt, kind, blind, gold, jolt</i>

Did you know?

- These word families are not always closed syllable exceptions. For example, "lost" has a short vowel sound. Use the context of the sentence to read the word correctly.

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

Sincerely,

The 2nd Grade Team

Dear Family:

Even though you might want your child to read to you, it is very important that you continue to read to your child. Reading aloud builds your child's vocabulary and understanding, introduces your child to different language patterns, and identifies reading as a pleasurable activity. Reading to your child at bedtime is a good way to get "settled" while building their skills.

Some books that are recommended to read aloud to a second grader are:

George's Marvelous Medicine by Roald Dahl (Puffin, 1981)

The Hundred Dresses by Eleanor Estes (Houghton Mifflin Harcourt, 2004)

I Like This Poem: A Collection of Best-Loved Poems Chosen by Children for Other Children by Kaye Webb (Penguin, 1979)

The Littles by John Peterson (Scholastic, 1993)

Matilda by Roald Dahl (Penguin, 2007)

The Mouse and the Motorcycle by Beverly Cleary (HarperCollins, 1990)

Something Big Has Been Here by Jack Prelutsky (HarperCollins, 2010)

Stone Fox by John Reynolds Gardiner (HarperCollins, 1983)

In Unit 4, I am reviewing the suffixes **-s**, **-es**, **-ed** and **-ing**. Your child will learn that **-ed** might sound like /ēd/ (or /īd/) as in **rented**, /d/ as in **banged**, or /t/ as in **fished**. I will also be introducing the new suffix endings of **-er** and **-est**. We will discuss the comparison endings **long**, **longer** and **longest**. It is important that your child **underline the base word** and **circle the suffix**.

Lastly, I will introduce additional new sounds. Your child will learn the keywords for these now, but we will still study them for reading and spelling in more detail later in the year.

oa says /ō/ as in **boat**

ow says /ō/ as in **snow**

ou says /ou/ as in **trout**

oo says /ū/ as in **school**

ue says /ū/ as in **blue**

ew says /ū/ as in **chew**

oe says /ō/ as in **toe**

and /ou/ as in **plow**

and /ū/ as in **soup**

and /ū/ as in **book**

and /ū/ as in **rescue**

Thank you again for your help.

Sincerely,



Dear Family:

Now that your child is comfortable with the closed syllable type and suffix endings, I am going to review how to combine syllables to form ***multisyllabic words***. Your child will put two closed syllables together, such as **bathtub**.

Your child will learn that when there are three consonants together, the blend usually goes with the second syllable to divide the word, as in the word **children** (**chil d ren**). When reading a multisyllabic word, an important strategy for him/her is to scoop with his/her finger under each syllable.

I will also be introducing the new suffix endings **-ful**, **-ment**, **-ish**, **-ness**, **-less**, **-able**, and **-en**. Remember to have your child underline the baseword and circle the suffix.

Lastly, I will introduce the following sounds:

au says /**ô**/ as in **August**

aw says /**ô**/ as in **saw**

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 Unit 2 Parent Resources

In Unit 2, Operations and Algebraic Thinking in Base Ten, second graders will be adding and subtracting two digit numbers. Please keep in mind that the students will NOT be solving these problems using the standard vertical method for addition and subtraction. They will be focusing on place value methods to add and subtract in order to build understanding that will eventually lead to the standard method in later grades. We have provided examples below of the various place value methods we will be teaching the students for addition and subtraction. We understand that is very different from how you may have learned this, but please encourage your child to use these methods. The purpose of these strategies is to encourage flexible methods of computation that involve taking apart and combining numbers in a variety of ways.

PLACE VALUE METHODS FOR ADDITION

Partial Sums (Expanded Form Method)

(Stretch and Stack)

With this method, both numbers get broken into expanded form and students add the tens, then the ones, then combine those totals for the sum.

$$57 + 25$$

$$\begin{array}{r} 50 \quad 7 \\ + 20 \quad 5 \\ \hline 70 \quad 12 \end{array} \quad 82$$

Add on Tens then Ones

With this method, one number gets broken into expanded form and students add the tens, then the ones.

$$\begin{array}{r} 43 + 28 \\ \swarrow \quad \searrow \\ 20 \quad 8 \end{array}$$

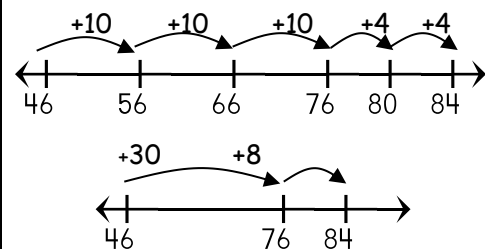
$$43 + 20 = 63$$

$$63 + 8 = 71$$

Open Number Line

Students use an un-numbered number line to show their thinking when adding numbers. They can break apart the numbers to combine them in many different ways.

$$46 + 38 = \underline{\quad}$$



Make Tens

Used for numbers that are close to a multiple of ten. Break apart one number so that you can make the other number a multiple of ten, then add.

$$\begin{array}{r} 46 + 27 \\ \swarrow \quad \searrow \\ 4 \quad 23 \end{array}$$

$$46 + 4 = 50 \text{ (make ten)}$$

$$50 + 23 = 73$$

PLACE VALUE METHODS FOR SUBTRACTION

Stretch and Stack

With this method, the number being subtracted gets broken into expanded form. The tens are subtracted from the larger number and then the ones.

$$76 - 48$$

$$\begin{array}{r} 60 \quad 16 \\ \cancel{70} \quad \cancel{6} \\ - 40 \quad 8 \\ \hline 20 \quad 8 \end{array} = 28$$

Count Up with Addition

With this method, the student starts with the number being subtracted and uses addition to count up to the larger amount. There are many different ways a student could count up to the larger amount.

$$85 - 32$$

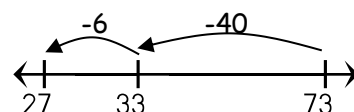
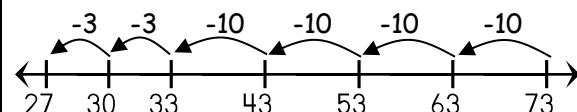
$$32 + 50 = 82$$

$$82 + 3 = 85 \longrightarrow 50 + 3 = 53 \text{ so } 85 - 32 = 53$$

Open Number Line

Students use an un-numbered number line to show their thinking when adding numbers. They can break apart the numbers to combine them in many different ways.

$$73 - 46 = \underline{\quad}$$





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
Addend
Associative Property
Commutative Property
Data
Difference
Equal
Equality
Equation

Fluent
Fewer
Graph
Inverse Operation
Mentally
Minuend
Minus
More
Number Line

Number Sentence
Ones
Plus
Scale
Strategy
Subtract
Subtrahend
Sum
Tens

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.

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