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:

- **Remind your child of the LSE STAR Standards. (Being Safe, Taking Responsibility, Be an active learner, and Showing Respect.)**
- 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 **before 1:00pm**.
- 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.
- **Please send your kiddo to school with a spare change of clothes in case of an accident.**

UPCOMING EVENTS

- **11/03 – No School – Election Day**
- **11/04 – End of Marking Period # 1 ; Early Dismissal**
- **11/11 – Report Cards come home**
- **11/13 – Second Grade Maryland Science Center Field Trip**
- **11/26 –11/27 Thanksgiving Holiday**
- **12/3 – Parent Teacher Conferences**

Please see the following pages below for more information about academics

Grading Information

Score/Grade	Parent Note
Outstanding *90%– 100%*	A grade/score of O is outstanding. This grade means that your child is consistently and independently working and achieving with grade level and beyond grade level expectations.
Satisfactory *89% – 70%*	A grade / score of S is satisfactory. This grade means that your child is working independently and being successful with grade level expectations but needs reminders and makes few errors when applying key concepts, processes, and skills.
Needs Improvement *69% - below*	A grade/score of N – Needs improvement means that your child needs additional support to meet grade level expectations independently and consistently.

Fundations Level 2 - Unit 6

Dear Family,

We are now working in Unit 6 of the **Fun**dations® program. During the next 2 weeks, we will be teaching:

Skill	What is it?	How can you help at home?
Vowel-consonant-e Syllable Type	The 'e' at the end of a word changes the vowel sound in the word. The final 'e' is silent and the other vowel has the long vowel sound. Ex. h ō p e v – e r ĕ p t ī l e c v – e	• Dictate the word and have your child repeat the word. • Have your child tap out the word. • Have your child spell the word. Example words: *code, prize, invite, flagpole, exhale, reptile*

For additional practice activities, you may contact your child's teacher. Remember to **Have FUN!**

Sincerely,
The 2nd Grade Team

Dear Family:

These past few weeks have been busy in Level 2 of Fundations®! 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-c 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 e̸
v-e

Your child will combine closed and v-c 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,



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:

g ō
o

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

p r ē t ĕ n d **p r ō v ī d e**
o c 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,



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 100 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, leading them to understand why procedures work.

Two Digit Computation and Story Problems

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
- Determine and explain when a strategy is most efficient
- Use properties of operations, and the inverse relationship between addition and subtraction to add and subtract 2-digit numbers
- 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
- Recall or quickly derive addition and subtraction facts within 20 by using strategies such as make ten, using ten, using doubles and the inverse operation
- Please refer to the Unit 2 Parent Resource sheet for methods and examples for solving 2-digit addition and subtraction equations.

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.
- 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.
- As you are solving real-life problems at home, ask your child what information do we need to know to solve this problem. (e.g. we need to buy cake plates for your birthday party, what do we need to think about?)
- Talk to your child about real-life comparison situations so they can determine the difference between the two numbers. (e.g. the candy bar is 95¢ and the lollipop is 42¢, how many fewer cents is the lollipop than the candy bar?)

Key Vocabulary

Add
Addend
Associative Property
Compare
Commutative Property
Difference
Efficient
Equal
Equality
Equation
Error
Fluent
Fewer
Inverse Operation
Mentally
Minuend
Minus
More
Number Line
Number Sentence
Ones
Open Number Line
Plus
Strategy
Subtract
Subtrahend
Sum
Tens

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

50 **7**
+ 20 **5**
70 12 = 82

Add on Tens then Ones

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

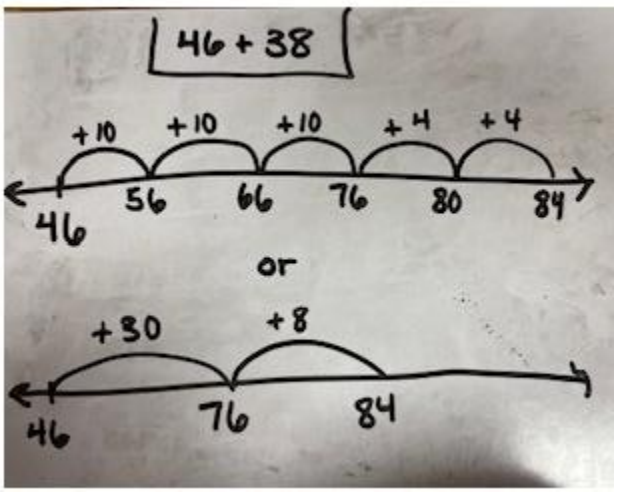
43 + 28
20 8

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= ___



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.

46 + 27
4 23

46 + 4 = 50 (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

	60	16	
	~~70~~	~~6~~	
-	40	8	
	20	8	= 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

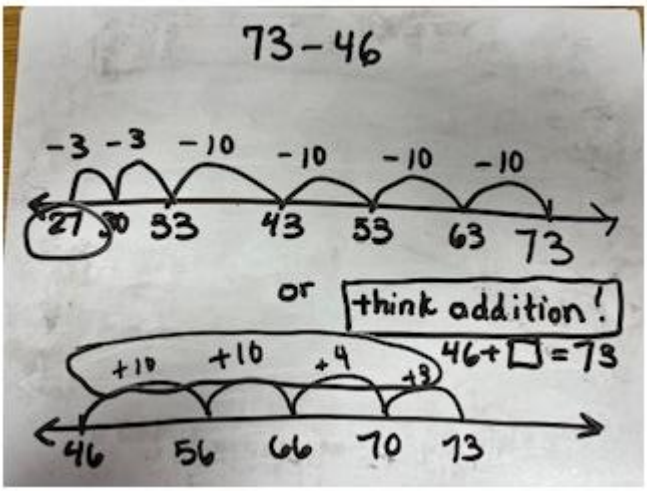
82 + 3 = 85 ⟶ 50 + 3 = 53 so

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 = ____



Welcome Letter 2

Dear Families and Caregivers,

Our 2nd-grade class is starting a science unit called How can we design a new toy? as part of the OpenSciEd elementary science curriculum. This unit develops science ideas about the properties of materials, how materials change, and using the engineering process to design a new toy.

To begin the unit, the class will explore toys to make observations about their properties and function. They then gather information to create an initial design. Then they will learn more about materials: properties, purpose of properties, and changing materials to apply to their design. In the second half of the unit, students apply learning about materials to design their own toy for kindergartners. Students' questions about the phenomenon (such as why are the toys made out of certain materials? and how do the kindergartners want to play with the toys?) will drive their work in the unit. Over the course of the unit, students will figure out ideas by:

- carrying out investigations about the properties of materials,
- reading about the engineering process for designing a new toy,
- designing and building a new toy by using the engineering process.

In your discussions about the work your child is doing in science, try not to provide direct answers. Instead, support your child in making sense of the world around them by asking your own questions and listening to their thinking.

You can help your child make sense of their learning by asking questions like these:

- What question(s) are you trying to answer right now about materials and design?
- What have you figured out about materials to help with your design?
- Can we find other examples of reusing materials in our own community?
- How did you (or your classmates) share ideas in science today?
- What new words have you been using to talk about what you're doing in science?
- How has your thinking changed as you've figured things out?

Ciencias de Segundo Grado
La Materia y su Interacción

Estimadas familias:
A continuación, les presentamos lo que su hijo/a está aprendiendo en segundo grado durante el estudio de la Materia y su Interacción, con algunas maneras específicas en las que ustedes pueden ayudar. Estén atentos a los boletines informativos adicionales para las próximas unidades.

La Materia y su Interacción
Los estudiantes deben:

- saber que existen diferentes tipos de materia y muchas de ellas pueden ser sólidas o líquidas, dependiendo de la temperatura.
- describir y clasificar la materia según sus propiedades observables.
- saber que se pueden construir una gran variedad de objetos con un conjunto pequeño de piezas.
- saber que calentar o enfriar una sustancia puede causar cambios observables. A veces, estos cambios son reversibles y a veces no.
- saber que los materiales de la tierra tienen propiedades que los hacen útiles para nosotros.
- saber que los materiales de la tierra pueden modificarse para hacerlos más útiles para nosotros.
- saber que los ingenieros son personas que utilizan un proceso para ayudar a resolver problemas o mejorar las cosas.
- utilizar el *Proceso de Diseño* de Ingeniería como una forma organizada de estudiar un problema e identificar y crear posibles soluciones.

Vocabulario Clave

Arquitecto (Architect): una persona que diseña edificios y/o estructuras.
Reacción Química (Chemical Reaction): un proceso que implica la ordenación de la estructura molecular de una sustancia, a diferencia de un cambio en la forma física.
Duradero(a)/ Durabilidad (Durable/Durability): capaz de soportar el desgaste, la presión o el daño
Ingenieros (Engineers): personas que diseñan, construyen o mantienen motores, máquinas u obras públicas.
Prueba Justa (Fair Test): un experimento que se controla cuidadosamente para garantizar que la información recopilada sea confiable.
Fuerza (Force): fuerza o energía como atributo de la acción física o movimiento
Cambio Irreversible (Irreversible Change): un cambio que es imposible de revertir; un cambio que sólo puede ir en una dirección.
Materia (Matter): sustancia física que ocupa espacio y posee masa.
Mortero (Mortar): recipiente en forma de copa, hecho de material duro, en el que se trituran o muelen los ingredientes.
Propiedad Observable (Observable Property): una propiedad física, como el peso o la temperatura; que puede observarse o medirse directamente.
Cambio Reversible (Reversible Change): un cambio físico reversible. Una sustancia final puede recuperar su estado original sin crear un nuevo material.
Estabilidad (Stability): el estado de ser estable.
Estructura (Structure): el orden/la disposición entre las partes de algo complejo.

Formas en que las familias pueden ayudar

- Utilice el enlace *Discovery Education* para encontrar más información (consulte la página siguiente para obtener información de inicio de sesión).
- Fomente la construcción libre utilizando una variedad de materiales: dibuje en un cuaderno, analice o haga una lista de las propiedades de los materiales.
- Experimente con mezclas. Analice la diferencia entre mezclas irreversibles (por ejemplo: repostería, pinturas, agua y tierra, etc.) y reversibles (por ejemplo: mezcla de frutos secos, piedras/conchas, dulces, cuentas, etc.).
- Cree "slime" (después de la creación original), cambie algo en la receta y observe qué sucede para determinar el resultado.
- Cree "slime" nuevamente usando una *prueba justa*: ¿cómo puede asegurarse que el "slime" será el mismo cada vez?

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

Small Actions Make a BIG Difference!

Ways to Help Your 2nd Grader at Home





Reading

Try these at home:

- Read together every day (even 10–15 minutes makes a big difference!).
- Let your child choose books they enjoy.
- Talk about the story – ask about the characters, setting, and what might happen next.
- Build vocabulary by finding new words and talking about their meanings.
- Encourage your child to read signs, menus, recipes, and anything around the house!

Readers grow when they read every day!





Practice Math Facts

Try these at home:

- Use flashcards (traditional or online apps).
- Play math games (cards, dice, board games, or apps).
- Practice addition and subtraction facts (0–20) in short, daily sessions.
- Look for math in everyday life – counting items, telling time, measuring, or figuring out change.
- Celebrate progress, not perfection!

Fluency with math facts builds confidence!





Ask Open-Ended Questions

Try these at home:

- Encourage your child to think, explain, and share their ideas.
- Use questions that don't have a single right answer. (e.g., "What do you think...?" "Why do you think so?" "How could we...?")
- Listen to their ideas and ask follow-up questions.
- Talk about feelings, choices, and different perspectives.



Big questions lead to big thinking!



Encourage Productive Struggle

Try these at home:

- Let your child try before you jump in.
- Offer gentle support (hints, not answers).
- Praise effort, not just the right answer.
- Remind them that mistakes are part of learning.
- Give them time to think, problem-solve, and try again.
- Celebrate their persistence and growth!

Struggle today... stronger tomorrow!



HIGH FREQUENCY WORDS

Aa	Bb	Cc	Dd	Ee	Ff
a about after all also an and another any are as at	back be been before being between but by	called can come could	day did do does down	each	find first for friend from
Gg	**Hh**	**Ii**	**Jj**	**Kk**	**Ll**
get go good	had has have he her here him his how	I if in into is it its	just	know	like little long look

Mm	Nn	Oo	Pp	Qq	Rr	Ss
made make many may me month more most much my	new no none not nothing now number	of on one only or other our out over own	people put			said say says see she should so some
Tt	**Uu**	**Vv**	**Ww**	**Xx**	**Yy**	**Zz**
than that the their them then there these they this through time to too try two	up use	very	want was way we were what when where which who why will with word work would write		you your	