

# Second Grade Newsletter2021



## **Reading:**

We will continue to explore characters students read about in our Character Study Unit. Throughout, the children will be reading books with strong characters for them to learn, understand, and connect with personally. We will be describing the characters with different traits and using text evidence to prove these traits. Then, the students will be speaking about the characters and sharing their opinions of likes and dislikes. Also, the students will analyze the different events that occur and see how it connects to the character's feelings. Lastly, the students will be able to write about what they learned from the character in the book they read. At home, the children can be asked questions about the characters and be asked to describe them. Not to mention, you can ask them if this character related to another character in a different book.

## **Writing:**

The students will continue our unit called, Gripping Narrative Stories, where they will write a short story that will have their readers on the "edge of their seats." First, the students will think of a real-life story to then exaggerate to create a fictional narrative. Throughout the unit, the students will be learning how to make a story suspenseful. They will be working with their peers to make sure their readers understand their story, as well as "sitting on the edge of their seats." At home, the students can work on identifying a beginning, middle, and end of stories. Not to mention, whisper reading all writing to make sure that everything written makes sense. Editing and revision are very important.

## **Phonics:**

Continuing Unit 3 children will develop a repertoire of skills for tackling complex, multisyllabic words with confidence. Students will learn that a word builder needs to be able to build words in big efficient parts, syllable by syllable. In the first bend, they will learn emphasis on vowels that is threaded across the unit where we support children with using common phonograms to represent vowel sounds. In the second bend, students will create a vowel manual as a tool to help people with spelling long-vowel sounds in big words. Across the bend, students will tackle long vowels, identifying some of the most common spellings for each vowel sound and creating word sorts with each of these spellings. In Bend III, the focus shifts from spelling big words to decoding big words. Building off the work they did in Unit 2, students will add to their repertoire of strategies for breaking big words into manageable parts by paying close attention to vowels.

## **Math:**

In unit 6 we will be learning to subtract double digits with and without regrouping. Throughout, the children will learn different ways to subtract that will mirror the ways they have learned in the addition chapter. Since addition and subtraction are related, the students will see a true relationship within this chapter. This unit can be difficult for some students if they are not fast with their math facts. At home, children can study the math fact sheet that was sent home, along with creating flash cards.

## **SS:**

Students will be learning about the different types of communities: Urban, Rural, and Suburban. Throughout the unit, the students will learn the different characteristics and then get to choose which community would be best to live in and why. There will be a lot of hands on activities that are implemented in the classroom to help the students completely understand. At home, students can go with adults to different parts of their community to help understand what makes their community so special.

Date	Event
January 17th	Martin Luther King Jr. Day- No school
January 27th	PTA Meeting

