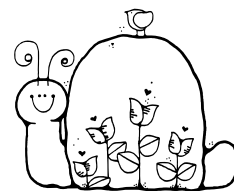


Parent Newsletter - 2nd grade

SEPTEMBER 1, 2015



Dear 2nd grade families,

We are well on our way to building a **successful and respectful learning community!** Over the past month, we have been learning a lot about our second grade procedures, expectations (rules), and about treating each other with care. We've learned the importance of responding politely and listening to the speaker by looking at him/her and holding our responses until he/she is done; we've practiced speaking to each other respectfully and giving "I-messages" (I feel frustrated when...); and we've discussed ways to promote our learning (listening to learn, following directions, focusing on our work, thinking about our learning, and trying our best). I would like to encourage you to talk with your child at home about their behavior at school - talk about why we listen to one another by looking and turning our voices off, discuss the importance of coming to school every day and on-time, ask what they might do if another student is being distracting or if someone says/does something hurtful. By talking about these and encouraging practice, we are helping the students grow as responsible and respectful keiki!

Thank you for all you do to support your child!

Dates to remember:

* September 7

Holiday -
Labor Day

Sincerely,

Miss Morishige

* September 9

Last day to bring in donated
STEM project items

Homework

Homework helps to reinforce skills that students have learned at school as well as helps them learn responsibility, so let's work together to encourage the students to complete their nightly homework!

Here is our general Homework Schedule:

Everyday: Read for at least 20 minutes and fill out R.E.D. Folder

Complete a spelling page

Practice reading and spelling sight words

Tuesdays and Fridays: Math Activity

****I check R.E.D. Folders every Mon., collect spelling packets on Fri., and check signatures on Math every Mon. and Thurs.**

Curriculum: Foundations and Reading

Please assist your child with the following sounds, skills, and strategies for this month:

Content	Knowledge and Skills What should my child know and be able to do?
<p><u>Sounds:</u></p> <ul style="list-style-type: none"> - short i vs. long i (i_e) - short o vs. long o (o_e) - short u vs. long u (u_e) - soft c and g (like city and gem) 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • When an “e” is at the end of the word, it makes the vowel before it say its name. • kit → kite (e makes i say its name) • c and g have two sounds – hard and soft <p><u>Skills:</u></p> <ul style="list-style-type: none"> • notice “magic e” words when reading and writing • read long vowel words with a “magic e” • spell long vowel words by adding a “magic e” at the end • read words with the hard c or g sound 1st, if that doesn’t make sense try flipping it to the soft c or g sound • notice when words don’t look right and use c or g in place of the sounds /s/ and /j/ when appropriate. (i.e. sity → city)
<p><u>Reading Goals:</u></p> <ul style="list-style-type: none"> - Notice and tackle tricky parts by using word solving strategies - Read sight words in a snap and check to make sure new words make sense - fix our reading when we make a mistake 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Word solving strategies: <ul style="list-style-type: none"> - chunk words into smaller parts - look for small words in bigger words - flip sounds (short to long vowel/hard c & g to soft) - notice word endings (-ed, -s, -ing, -ly) • Sight words (from sight word book) • Pictures and context give clues to what new words mean <p><u>Skills:</u></p> <ul style="list-style-type: none"> • notice when words don’t sound right or make sense and pause to fix it up • apply sounds/sight words learned to reading new words • apply word solving strategies independently • ask, “Does it make sense? Does it sound right? Do the letters match what I’m saying?” when reading • try a different strategy when one doesn’t work • build “word bank” with new words learned • notice unfamiliar vocabulary while reading • use picture and context clues to figure out new vocabulary • relate new vocabulary words to known words that have similar meaning

Curriculum: Math



Please assist your child with the following sounds, skills, and strategies for this month:

Content	Knowledge and Skills What should my child know and be able to do?
<p><u>Math:</u></p> <ul style="list-style-type: none"> - single and 2-digit addition - telling time to the nearest 5 minutes - reading, writing, and representing, 3-digit numbers 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • commutative property: adding in any order will always result in the same sum • addition and subtraction are related (fact families) • addition strategies: <ul style="list-style-type: none"> - count on - hundreds chart - number line • analog clock parts (face, long hand, short hand) • hour hand reads the numbers (hours), minute hand counts spaces between (minutes, in intervals of 5) • 3-digit numbers consist of hundreds, tens, and ones <p><u>Skills:</u></p> <ul style="list-style-type: none"> • use commutative property to begin memorizing single-digit addition facts • use addition facts to help find the answer to related subtraction facts (if I know that $8 + 8 = 16$, then I know that $16 - 8 = 8$) • apply count-on strategy (when appropriate) • use hundreds chart and number lines as tools to add two-digit numbers • read 3-digit numbers • represent 3-digit numbers as a picture, using hundreds, tens, and ones • write 3-digit numerals

S.T.E.M project

Please remember to bring in recyclable materials for our S.T.E.M. project coming up this month! Materials we are requesting include:

♻️ plastic containers w/ lids (i.e. Cool Whip, poke, etc.)*	♻️ empty paper towel rolls	♻️ tofu containers*	♻️ cereal / Kleenex / shoe boxes
♻️ Styrofoam containers	♻️ film canisters, plastic bottle caps	♻️ aluminum foil (new)	♻️ toothpicks (new)

* Please wash/rinse and dry these items before bringing in.