

## Updates for the Week of 12/2/24

Mon 11/25	Tues 11/26	Wed 11/27	Thu 11/28	Fri 11/29
Day 2 - Art	Day 3 - Library and PE <i>Library book due</i> <i>Wear sneakers</i>	Day 4 - Music	Day 5 - Art	Day 6 - PE <i>Wear sneakers</i>

### Updates:

- **November HW checklist** with a parent signature was due Friday 11/22. If you have not handed it in yet, please do so.
- We have our upcoming field trip to see *The Nutcracker* at the Bardavon **next Thursday 12/12**. Please make sure your child is **dressed nicely** as we are attending a performance at a formal theater. Please make sure your child has a **bagged lunch** as well.

### Concepts For This Week:

- **Phonics**
  - Vowel Teams:
    - ie, igh
    - oo (as in moon and book)
  - i\_e and -y review
  - See attached study guide for an assessment on Friday 12/13
- **Reading**
  - Building knowledge on a topic by learning more about the topic and collecting expert vocabulary
  - Cause/Effect in nonfiction
- **Writing**
  - Punctuation
  - Adding expert vocabulary
  - Editing and Revising
- **Math**
  - Subtracting within 20
  - Subtracting by adding on
  - Subtracting with regrouping
- **Social Studies**
  - Beginning our new unit about the different type of communities: rural, suburban, and urban
  - See attached vocabulary (can be studied at home)
- **Positivity Project Trait: Kindness**

Have a great week, Partners!



Best,

Miss Alexander

**Dear Families,**

**We are wrapping up our unit of Phonics. This unit has included phonics strategies that were built in for review, as well as new rules/concepts that have been taught to our students. We will be having a spelling assessment that will go over everything we have learned so far this quarter and this will be on Friday, December 13th. We will be asking students to write down letter/sound correspondences, words, and a sentence on the test. We have also included a study guide that has all of the spelling rules that will be assessed. Please review these rules with your child.**

**Sincerely,**

**The 2nd Grade Team**

Phonics Concepts	Letters/Rules	Examples/Sounds
r-controlled vowels -ar, -or, -ore  -or (exception)	-ar, <b>car</b> , /ar/ ar says /ar/ like a pirate -or, <b>fork</b> , /or/ or is mostly found in the middle of a word or middle of a syllable. -ore, <b>score</b> , /or/ -ore is mostly found at the end of a word or end of a syllable.  -or says /er/ after the letter "w"	<b>tar</b> , <b>yarn</b> , <b>farm</b>  <b>corn</b> , <b>fort</b> , <b>cord</b>  <b>snore</b> , <b>tore</b> , <b>wore</b>  <b>word</b> , <b>work</b> , <b>worm</b>
r-controlled vowels -ir, ur, er	-er, <b>tiger</b> /er/ -er says /er/ and most of the time it's found at the end of a word. -ir, <b>third</b> /er/ -ur, <b>turtle</b> /er/ -ir and -ur say /er/ and are usually found in the middle of a word.	<b>her</b> , <b>teacher</b> , <b>under</b>  <b>firm</b> , <b>twirl</b> , <b>dirt</b> <b>hurt</b> , <b>curl</b> , <b>burn</b>
vowel teams -ai, -ay	-ai, <b>train</b> /A/ -ai says /A/ most of the time. -ai is found mostly in the middle of a word. -ay, <b>tray</b> /A/ -ay says /A/ most of the time -ay is found mostly at the end of a word.	<b>pain</b> , <b>train</b> , <b>hail</b>  <b>stay</b> , <b>clay</b> , <b>day</b>
vowel teams -ee, -ea, -ey	-ee says /E/ most of the time. -ee is found mostly in the middle of a word. -ea says /E/ most of the time. -ea is found mostly in the middle of a word. -ey says /E/ most of the time and is usually found at the end of a two syllable word.	<b>seen</b> , <b>peel</b> , <b>feed</b>  <b>seat</b> , <b>treat</b> , <b>bean</b>  <b>monkey</b> , <b>honey</b>

Phonics Concepts	Letters/Rules	Examples/ Sounds
vowel teams -oa, -ow, -oe	oa, <b>boat</b> / <u>o</u> / oa says / <u>o</u> / and is usually found in the middle of a word. ow, <b>bow</b> / <u>o</u> / ow says / <u>o</u> / and is usually found at the end of a word. oe, <b>toe</b> / <u>o</u> / oe says / <u>o</u> / and is usually found at the end of a word.	<b>coat</b> , <b>float</b> , <b>coal</b>  <b>snow</b> , <b>row</b> , <b>blow</b>  <b>toe</b> , <b>foe</b> , <b>doe</b>
vowel teams and -y -igh, ie, -y	igh, <b>light</b> / <u>i</u> / igh says / <u>i</u> / and is usually found in the middle of a word. ie, <b>pie</b> / <u>i</u> / ie says / <u>i</u> / and is usually found at the end of a word. y, <b>cry</b> / <u>i</u> / y says / <u>i</u> / and is usually found at the end of a one syllable word.	<b>light</b> , <b>flight</b> , <b>sight</b>  <b>lie</b> , <b>tie</b> , <b>pie</b>  <b>try</b> , <b>fry</b> , <b>dry</b>
vowel teams -oo, -oo  u /oo/ (exception)	oo, <b>book</b> , / <u>oo</u> / oo says / <u>oo</u> / and is usually found in the middle of a word. oo, <b>moon</b> / <u>u</u> / oo says / <u>u</u> / and is usually found in the middle of a word. The sound /oo/ like in <b>book</b> can also be spelled with a "u". This happens most often in words that begin with a "b" or a "p".	<b>look</b> , <b>took</b> , <b>foot</b>  <b>soon</b> , <b>pool</b> , <b>noon</b>  <b>push</b> , <b>pull</b> , <b>bush</b> , <b>bull</b>
vowel teams -ui, -ew, -ue	ui, <b>juice</b> / <u>u</u> / ui says / <u>u</u> / and is usually found in the middle of a word. ew, <b>screw</b> , / <u>u</u> / ew says / <u>u</u> / and is usually found at the end of a word. ue, <b>blue</b> / <u>u</u> / ue says / <u>u</u> / and is usually found at the end of a word.	<b>fruit</b> , <b>suit</b> , <b>cruise</b>  <b>flew</b> , <b>new</b> , <b>chew</b>  <b>glue</b> , <b>due</b> , <b>true</b>

Dear Families,

We are about to begin a new Social Studies unit called "Rural, Urban & Suburban Communities." In this unit students will be focusing on different communities.

These are some of the ideas we will discuss:

- Rural, urban, and suburban communities have similarities and differences.
- Rural, urban, and suburban communities have distinct characteristics.

They will be answering questions and focusing on:

- Does where you live affect how you live?

Please take some time to talk with your child about these topics and review some of the vocabulary used in this unit.

farming / agriculture	the job of working on the land, producing crops, and raising livestock
community	a place where people live, work, or have fun together
commute	to travel from home to work and back
country	the open rural area outside of big towns and cities; or the land of a person's birth, residence, or citizenship; or a nation or its territory
crops	plants used as food that can be grown and harvested
density	number of people living together in one area
downtown	an area where the main businesses are
farm	a piece of land used for growing crops or raising livestock
high-rise	very tall building
home	the house in which a person or family lives
livestock	farm animals kept for use or raised to sell
neighbor	a person who lives close to another in any community

neighborhood	an area in a community where people live near one another
public transportation	ways of travel that are organized and that everybody can use
rural	community with open land, few buildings and businesses, and few people
social group	a group of community members who come together to share common interests
skyscrapers	very tall buildings
suburb	a community outside of the city where people live in neighborhoods with individual houses or small apartment houses
subway	trains that can run underground
town house	a house connected to the next house by a common sidewall
tradition	a special way of doing something that is passed down over time
transportation	a way of moving people or things from one place to another
urban	a city community with a lot of tall buildings; a community in which people live that is larger or more crowded than a town
gridlock	big traffic jam where streets cross and no cars can move
apartment house	A building that has three or more apartments for people to live in; there is one main entrance.

# Subtract Two-Digit Numbers



Dear Family,

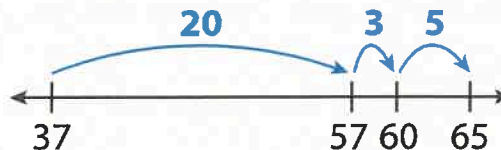
This week your child is learning strategies for subtracting two-digit numbers.

Your child will be applying strategies to solve problems such as the one below.

*Rico has 65 dollars. He spends 37 dollars. How much money does he have left?*

- One strategy your child might use is called “adding up.” The subtraction equation  $65 - 37 = ?$  shows the same relationship as the addition equation  $37 + ? = 65$ . You can think of this as: how much do you have to add to 37 to get to 65? You can use an open number line to solve this.

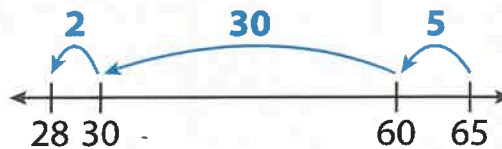
$$\begin{aligned} 37 + 20 &= 57 \\ 57 + 3 &= 60 \\ 60 + 5 &= 65 \\ 20 + 3 + 5 &= 28 \end{aligned}$$



So,  $37 + 28 = 65$ , and  $65 - 37 = 28$ .

- Another strategy your child might use is called “subtracting to make a ten.” There are 7 ones in 37 but only 5 in 65, so start by subtracting 5. Then subtract the tens. Then subtract the rest of the ones (2).

$$\begin{aligned} 65 - 5 &= 60 \\ 60 - 30 &= 30 \\ 30 - 2 &= 28 \\ 65 - 37 &= 28 \end{aligned}$$



Whichever strategy you use, you will get the same answer:  
Rico has 28 dollars left.

Invite your child to share what they know about subtracting by doing the following activity together.

## Learning Games



Hungry Fish



Match



Cupcake



Pizza

## Math Tools



Base-Ten Blocks



Number Line



## ACTIVITY SUBTRACTION STRATEGIES

Do this activity with your child to explore subtracting two-digit numbers.

Make up a subtraction word problem using two-digit numbers you encounter in your everyday life. Use ideas like these:

1. *A dog weighs 27 pounds. A cat weighs 12 pounds. How much more does the dog weigh than the cat?*
2. *Your class has saved 21 dollars. How much more does your class need to buy sets of books that cost 49 dollars?*
3. *It is 65 miles from home to the water park and 78 miles from home to the amusement park. How much farther is it to the amusement park than to the water park?*
4. *The chapter book we are reading has 84 pages. We have read 55 pages. How many more pages do we have to read?*

Have your child write and solve an equation and then draw a picture to illustrate the word problem. You can also use a bar model to help you solve subtraction problems.







## LESSON 7

# Subtracting by Adding Up

**Subtract.**

**1**  $50 - 29 = ?$

$$\underline{29 + 20} = \underline{49}$$

$$\underline{49 + 1} = \underline{50}$$

$$\underline{20 + 1} = \underline{21}$$

$$50 - 29 = \underline{21}$$

**2**  $71 - 45 = ?$

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

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

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

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

$$71 - 45 = \underline{\quad}$$

**3**  $70 - 41 = ?$

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

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

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

$$70 - 41 = \underline{\quad}$$

**4**  $63 - 28 = ?$

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

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

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

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

$$63 - 28 = \underline{\quad}$$

**5**  $43 - 28 = ?$

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

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

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

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

$$43 - 28 = \underline{\quad}$$

**6**  $95 - 65 = ?$

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

$$95 - 65 = \underline{\quad}$$



## LESSON 7

**Subtracting by Adding Up** *continued*

**7**  $65 - 39 = ?$

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

$65 - 39 =$  \_\_\_\_\_

**8**  $47 - 15 = ?$

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

$47 - 15 =$  \_\_\_\_\_

**9**  $75 - 28 = ?$

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

$75 - 28 =$  \_\_\_\_\_

**10**  $54 - 12 = ?$

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

$54 - 12 =$  \_\_\_\_\_

**11** How did you decide what to add first? Then how did you get the answer?



## Subtracting by Regrouping

Circle all the problems where you can regroup a ten to help you subtract. Then solve the circled problems. Show your work.

1 
$$\begin{array}{r} 32 \\ - 16 \\ \hline 16 \end{array}$$

2 
$$\begin{array}{r} 48 \\ - 15 \\ \hline \end{array}$$

3 
$$\begin{array}{r} 57 \\ - 25 \\ \hline \end{array}$$

4 
$$\begin{array}{r} 63 \\ - 39 \\ \hline \end{array}$$

5 
$$\begin{array}{r} 76 \\ - 26 \\ \hline \end{array}$$

6 
$$\begin{array}{r} 82 \\ - 37 \\ \hline \end{array}$$

7 
$$\begin{array}{r} 38 \\ - 28 \\ \hline \end{array}$$

8 
$$\begin{array}{r} 53 \\ - 44 \\ \hline \end{array}$$

9 
$$\begin{array}{r} 42 \\ - 25 \\ \hline \end{array}$$

10 
$$\begin{array}{r} 96 \\ - 40 \\ \hline \end{array}$$

11 
$$\begin{array}{r} 92 \\ - 56 \\ \hline \end{array}$$

12 
$$\begin{array}{r} 65 \\ - 23 \\ \hline \end{array}$$

13 
$$\begin{array}{r} 86 \\ - 19 \\ \hline \end{array}$$

14 
$$\begin{array}{r} 59 \\ - 33 \\ \hline \end{array}$$

15 
$$\begin{array}{r} 77 \\ - 48 \\ \hline \end{array}$$

16 
$$\begin{array}{r} 62 \\ - 27 \\ \hline \end{array}$$

17 How did you know which problems to circle?

18 Check one of your answers by solving it using a different strategy. Show your work.



## LESSON 7

## Estimating with Subtraction

**Estimate the difference. Use an easier number close to the second number.**

- 1** Estimate the difference of 53 and 38.

$$53 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

The difference of 53 and 28 is about           .

- 2** Estimate the difference of 76 and 42.

$$76 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

The difference of  $76 - 42$  is about           .

- 3** Estimate the difference of 45 and 21.

$$45 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

The difference of 45 and 21 is about           .

- 4** Estimate the difference of 65 and 19.

$$65 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

The difference of 65 and 19 is about           .

**Estimate the difference. Use easier numbers for both numbers.**

- 5** Estimate the difference of 84 and 57

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

The difference of 84 and 57 is about           .

- 6** Estimate the difference of 72 and 37.

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

The difference of 72 and 37 is about           .

- 7** Estimate the difference of 51 and 36. What strategy did you use to solve the problem? Explain.