

Updates for the Week of 10/21/24

Mon 10/21	Tues 10/22	Wed 10/23	Thu 10/24	Fri 10/25
Day 1 - Music	Day 2 - Art	Day 3 - PE and Library Wear sneakers Library Book DUE	Day 4 - Music	Day 5 - Art PICTURE DAY!!!

Updates:

- Please continue to have your child complete their HW using the **HW packet** I sent home in the beginning of October.
- The **PARP** sheet that went home at the beginning of the month is due next Friday 11/1
- **Field Trip** money for *The Nutcracker* is due next Friday 11/1
- Students will **NOT** be able to access i-Ready until they have completed their diagnostics *in school*.
 - All students completed math i-Ready in school.
 - **How do I know if my child completed their i-Ready at school?**
 - Log in to i-Ready: Please see my teacher webpage on the Myers Corners website for directions
 - When you login, you'll need to click math or reading.
 - When you click on math or reading, if it says "Diagnostic," that means they can **NOT** do this at home yet (not until they finish the diagnostic at school).
 - When you click on math or reading, if it says "Lesson," that means they completed their diagnostic in school and they **CAN** complete the lessons at home.
- **Picture Day** is Friday 10/25
- Any attached work to the **Weekly Updates** is for additional, optional practice at home that does **not** need to be turned in.
- The **Parents as Partners** presentation is posted on *Google Classroom* along with Parent Teacher Conference (PTC) and Classroom Party sign ups. If you have not signed up for a PTC yet, please do so, thank you!
- If you haven't completed the **All About Your Child** Google Form from my welcome email before school began, please do so!

Concepts For This Week:

- Phonics
 - /er/ can be spelled *er, ir, or*
 - Unit review and assessment (a copy of the review that went home last week is attached)
 - CVCE (silent-e)
 - R-Controlled Vowels: *ar, or, ore*

Please see back —>

- Reading
 - Vowel Teams and R-Controlled Vowels
 - Learn from words we've already solved
- Writing
 - Revising and Editing for:
 - Adding comparisons
 - Making our characters move, talk, think, and feel
 - Showing rather than telling by using describing words and adding details
 - Using our word wall to help us spell snap words
- Math
 - Data and graphing
- Science: Structure and Properties of Matter
 - Understanding why certain materials are used for specific purposes based on their properties of matter to:
 - Choose the best materials to design, build, and test a playground equipment model
- Positivity Project Trait: Creativity

Have a great week, Partners!

Best,

Miss Alexander



Draw and Use Bar Graphs and Picture Graphs



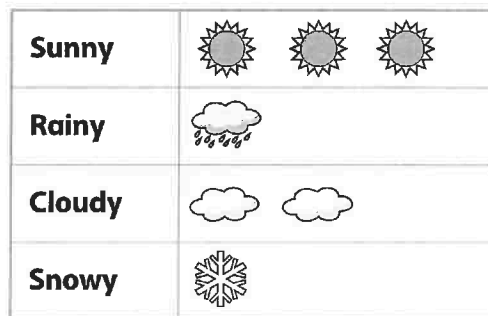
Dear Family,

This week your child is learning about picture graphs and bar graphs.

Picture graphs and bar graphs are used to show data. Data are collections of information.

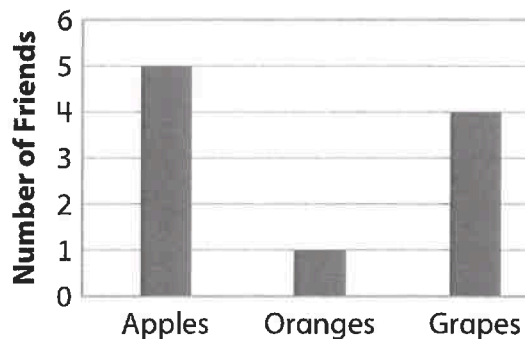
The **picture graph** at the right shows there were 3 sunny days, 1 rainy day, 2 cloudy days, and 1 snowy day during a week. Each symbol represents 1 day.

Weather Last Week



The **bar graph** at the right shows the favorite fruits of 10 friends. The height of each bar tells how many friends prefer each type of fruit.

Favorite Fruits



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

ACTIVITY GRAPH

Do the following activity with your child to draw bar graphs and picture graphs.

Materials 10–12 coins (mix of pennies, nickels, dimes, and quarters), markers

Practice making a picture graph and a bar graph with your child.

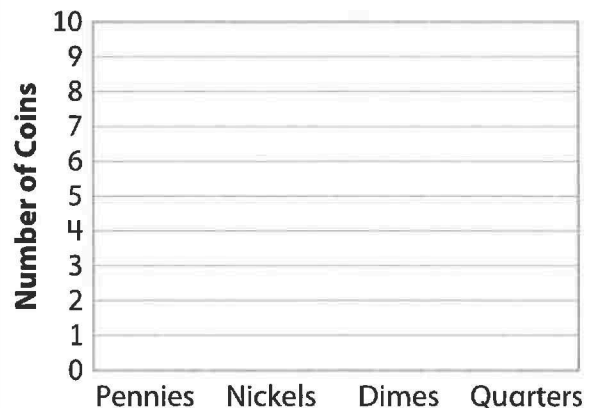
- Gather 10–12 coins, making sure to include pennies, nickels, dimes, and quarters in the set.
- Have your child sort the coins and count the number of each type of coin.
- Work together to complete the picture graph and the bar graph. To complete the picture graph, draw circles with the letters *P*, *N*, *D*, and *Q* to show each coin.
- Ask your child questions about the data in the graphs. For example, ask: *How many more pennies are there than nickels?*



Coins

Pennies	
Nickels	
Dimes	
Quarters	

Coins





LESSON 4

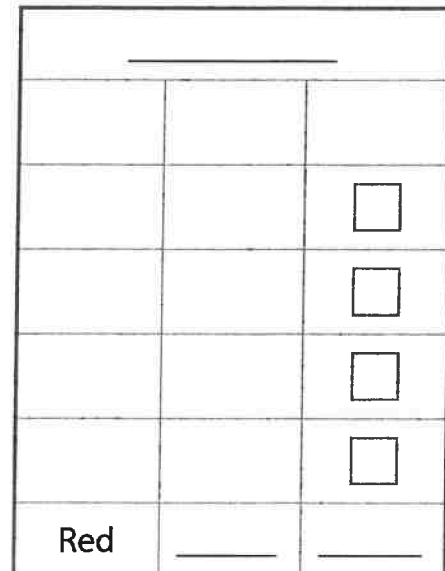
Making Bar Graphs and Picture Graphs

Josh makes this tally chart to show the colors of blocks he has.

Red	Blue	Green

Use the data in Josh's tally chart to make a picture graph.

- 1 Write a title on the line above the graph.
- 2 Write the missing color names next to *Red*.
- 3 Draw the correct number of squares above the word *Red*.
- 4 Draw the correct number of squares above the word *Blue*.

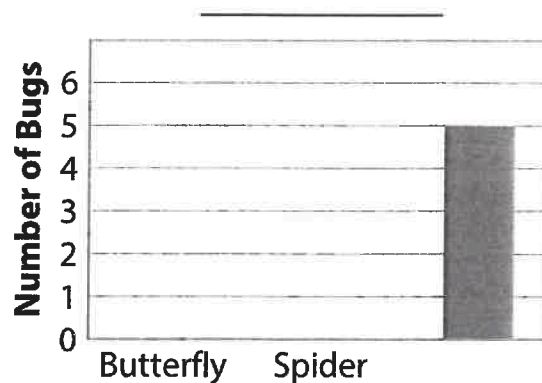


Hali makes this tally chart to show the kinds of bugs she sees in her garden.

Butterfly	Spider	Beetle

Use the data in the tally chart to complete the bar graph.

- 5 Write a title for the graph.
- 6 Write the missing bug name next to *Butterfly* and *Spider*.
- 7 Draw a bar to show how many butterflies there are.
- 8 Draw a bar to show how many spiders there are.





LESSON 4

Using Picture Graphs

Karin asks her friends: *What is your favorite animal?*

Then she makes this picture graph.

- 1 How many friends choose dogs?

- 2 How many friends choose cats?

- 3 Complete the equation to show how many friends choose dogs or cats.

_____ + _____ = _____

- 4 How many more friends choose cats than horses? _____

- 5 How many fewer friends choose ducks than dogs? _____

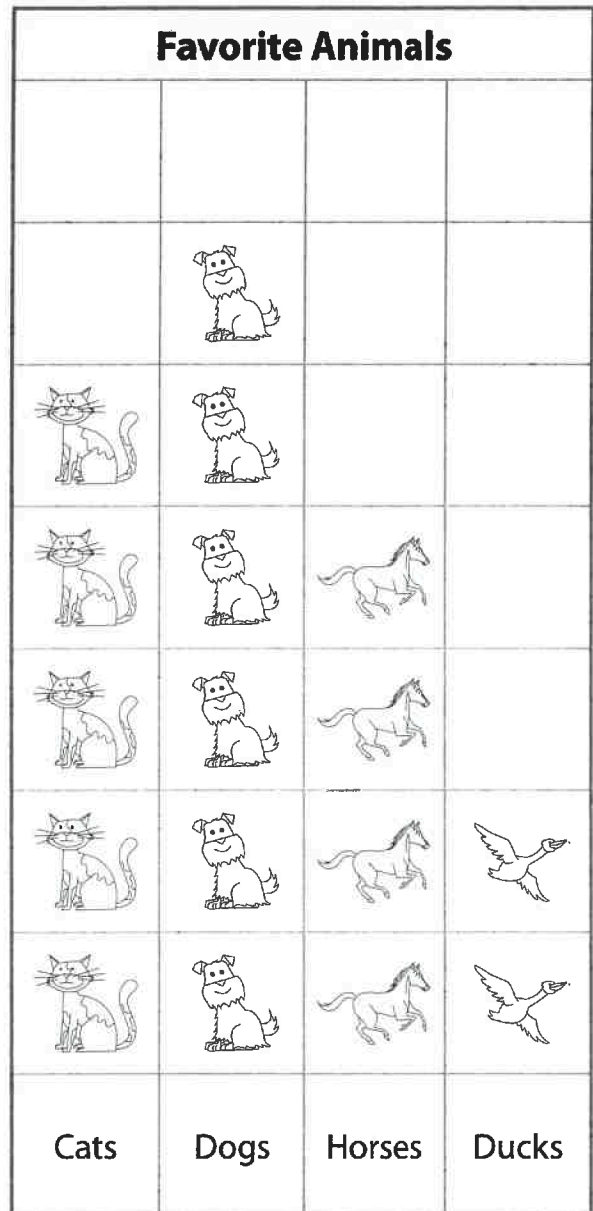
- 6 How many friends choose horses or ducks? _____

- 7 How many more friends choose horses than ducks? _____

- 8 How many fewer friends choose ducks than cats? _____

- 9 How many friends choose dogs or horses? _____

- 10 How many friends does Karin ask to name a favorite animal? Explain how you know.





Solving Take-Apart Word Problems

Solve problems 1–6.

- 1** Hailey buys 9 potatoes. 4 potatoes are white. The rest are red. How many potatoes are red? Show your work.

Solution _____ potatoes are red.

- 2** Levi has 17 pet fish. 7 of the fish are yellow. The rest are blue. How many fish are blue? Show your work.

Solution _____ fish are blue.

- 3** Ada reads 12 books over the summer. 5 books are about cats. The rest are about horses. How many books are about horses? Show your work.

Solution _____ books are about horses.

- 4** There are 16 chairs at a table. Students sit in 7 of the chairs. The rest of the chairs are empty. How many chairs are empty? Show your work.

Solution _____ chairs are empty.

**Solving Take-Apart Word Problems** *continued*

- 5** Luis sees 14 dogs at the dog park. 6 of the dogs are small. The rest of the dogs are big. How many dogs are big? Show your work.

Solution _____ dogs are big.

- 6** Sadie has 20 crayons. 8 crayons are in her desk. The rest of the crayons are in her crayon box. How many crayons are in Sadie's crayon box? Show your work.

Solution _____ crayons are in Sadie's crayon box.

- 7** Which strategy did you use to solve problem 6? Explain why.


10/18/24

Dear Partners,

We are wrapping up our first bend of Phonics. This bend 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 an in-class spelling assessment that will go over everything they have learned so far this year. We will have an in-class review day on Tuesday, October 22nd and the spelling assessment will be on Wednesday, October 23rd. 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
short vowels	a, e, i, o, u Shortened vowel sounds	cat, pen, bib dog, hug
long vowels silent e	a_e, e_e, i_e, o_e, u_e Vowel Consonant E - at the end of a word or end of a syllable, the e is silent, jumps (backwards) over one consonant and makes the vowel say its name. a says /A/ e says /E/ i says /I/ o says /O/ U says /U/ and /oo/	 name v <u>e</u> Pete dive tone mule rule
f and ph	f says /f/ ph says /f/	fan phone
c, k, ck	c says /k/ k says /k/ ck says /k/ c - Most of the time when you hear the /k/ sound at the beginning of a word you will write the letter c . k - If the letters i , e , or y follow the /k/ sound then you will write the letter k . ck - if you hear the /k/ sound at the end of a one syllable word and the /k/ sound follows after a short vowel , you will write ck	 cap cot cub kite kelp spiky track deck flock

Phonics Concepts	Letters/Rules	Examples/ Sounds
<p>y has 3 sounds</p> <p>/y/, /ī/, /ē/</p>	<p>Y says the consonant sound /y/</p> <p>If y says the long vowel /ī/ sound at the end of a one syllable word you will write the letter y.</p> <p>If y says the long vowel /ē/ sound at the end of a two or more syllable word you will write the letter y.</p>	<p>yellow, yuck</p> <p>cry fly</p> <p>candy stocky library</p>
<p>Floss Rule</p> <p>ff, ll, ss, zz</p>	<p>If a one syllable word ends in f, l, s, or z and those letters follow after a short vowel, you will double the letter.</p>	<p>★ floss</p> <p>cuff dill fuzz</p>
<p>ch, tch - /ch/</p>	<p>The digraph ch can come at the beginning or end of a word.</p> <p>If you hear the /ch/ sound and it follows after a short vowel at the end of a one syllable word you will sometimes spell tch.</p>	<p>chip such</p> <p>latch hitch</p>
<p>j, ge, dge - /j/</p>	<p>j says /j/</p> <p>g says /j/ if g has a silent e after it (ge)</p> <p>dge is another way to spell j. dge only comes at the end of a word if it follows after a short vowel.</p>	<p>jump</p> <p>cage huge</p> <p>budge dodge bridge</p>