Updates for the Week of 9/30/24

Mon 9/30	Tues 10/1	Wed 10/2	Thu 10/3	Fri 10/4
Day 6 - PE ***wear sneakers***	Day 1 - Music	Day 2 - Art ***SS Assessment (Please review study guide)***	***NO SCHOOL***	Day 3 - No special due to field trip ***BARTON ORCHARDS FIELD TRIP***

Field Trip Reminders:

- Our field trip to Barton Orchards is this Friday 10/4: 9:30AM - 1:30PM
- All students must bring a (disposable) bagged lunch
- Students must bring their backpack to school - they will need to bring it on the field trip to hold their lunch, apples, and small pumpkin
- No glass or soda
- Students should wear comfortable clothing
- Students must wear sneakers

Updates:

- Last week, students began their **i-Ready** math diagnostic. This week, students will begin their i-Ready reading diagnostic. Students will **NOT** be able to access i-Ready until they have completed their diagnostic *in school.*
- The **Fry Word List** that I sent home in last week's Weekly Update should be used for extra reading practice. Having your child read those phrases fluently will help improve their reading.
- **Picture Day** is Friday 10/25
- I will continue adding items to **Google Classroom** as the year progresses.
- 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
  - "Y" is a vowel too
- Reading
  - Readers double check the tricky words they solved
  - Punctuation and font

Please see back —>

- Writing
  - Using just right words to describe feelings
  - Spell words bravely part by part
- Math
  - Continuing subtraction strategies
- Social Studies
  - Voting
  - Please review the study guide
- Positivity Project Trait: Open-Mindedness

Have a great week, Partners!

Best,

Miss Alexander

Dear Families,

September, 2024

Our first Social Studies unit will be coming to a close soon. This unit is called, "Active Citizenship." We will be taking our first Social Studies assessment on Wednesday 10/2/24.

Your children will complete an in class review with their teacher to prepare for this assessment. However, any studying you can do at home would be very beneficial. If you'd like to review with your child at home, please see the attached study guide. This study guide is not something your child needs to return to school, but rather a guide for you to discuss at home in preparation. Thank you very much for your help and continued support.

Sincerely,

The Second Grade Team

Study Guide

Vocabulary to know:

1. **Rules**
2. **Laws**

- **Rules** are directions we have to follow. They help us learn and keep us safe.

- **Laws** are rules in our community that help keep everyone safe. You must obey the laws.

The Election Process- Be ready to put these steps in order

The steps to becoming a responsible voter are:

1. **Register** to vote.

2. **Read** facts about each candidate.

3. Make a **decision** about who you want as your candidate.

4. **Cast** your vote.

Why It's Important to Vote- Be ready to write about why it's important to vote

- People vote to make sure that their opinion is shared with community leaders.
- People also vote so they have a say in how things are done in our government.
- People vote so that their voice is heard.

Mental Math Strategies for Subtraction

LESSON 2

Dear Family,

This week your child is learning how to use different mental math strategies for subtraction.

Here are some subtraction strategies that your child will learn.

Count On

A subtraction problem can be solved by counting on. For example, your child can think of $15 - 9 = ?$ as $9 + ? = 15$. Count on from 9 to 15.

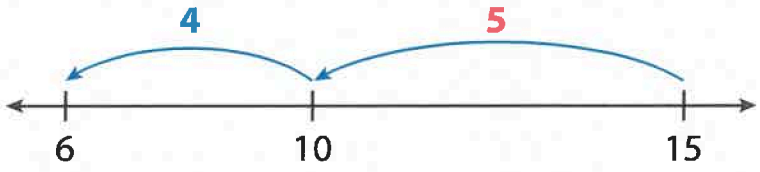
9, . . . 10, 11, 12, 13, 14, 15

You counted on 6 numbers. That means $9 + 6 = 15$, so $15 - 9 = 6$.

Make a Ten

The make-a-ten strategy can be modeled with an open number line (a number line not drawn to scale, with only the numbers important to the problem labeled).

$15 - 9 = ?$	Think of 9 as $5 + 4$.
$15 - 5 = 10$	Subtract 5 to get to 10.
$10 - 4 = 6$	Then subtract the remaining 4.



$15 - 9 = 6$

Use Fact Families

A **fact family** is a group of related equations that use the same numbers but in a different order.

$9 + 6 = 15$ $\quad 6 + 9 = 15$ $\quad 15 - 9 = 6$ $\quad 15 - 6 = 9$

$15 - 9 = ?$ is the same as $9 + ? = 15$. If your child knows that $9 + 6 = 15$, then they know that $15 - 9 = 6$.

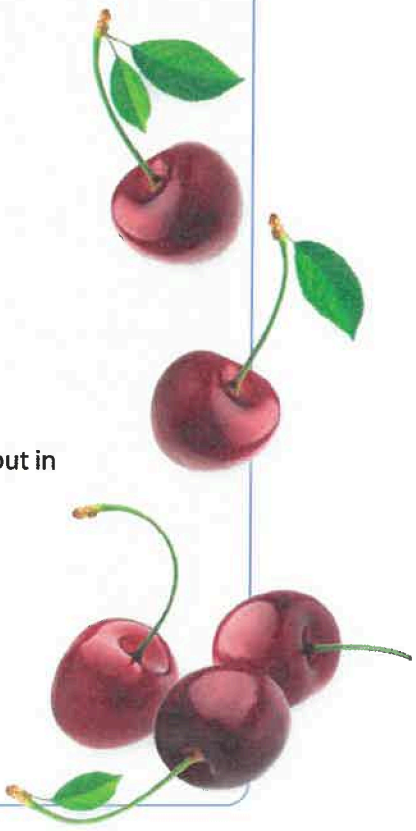
Invite your child to share what they know about using fact families by doing the following activity together.

Learning Games

- Hungry Fish (Addition and Subtraction)
- Match (Addition and Subtraction)
- Cupcake
- Pizza

Math Tools

- Counters & Connecting Cubes



ACTIVITY FACT FAMILIES

Do this activity with your child to explore using mental math strategies for subtraction.

Work with your child to make fact family cards by cutting out the cards below and coloring the backs or by writing the facts and numbers on index cards. Then use the cards for the activity.

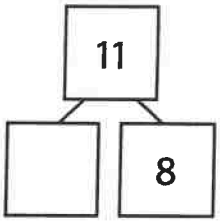
- Each player puts one of the single-number cards (14 or 17) faceup in front of them. Shuffle the fact cards and place them facedown in 2 rows with 4 cards in each row.
- Players take turns flipping over two cards.
  - If either of the cards are not in the same fact family that includes the player's number card, then the player puts both cards back facedown.
  - If both cards are in the same fact family that includes the player's number card, then the player keeps the cards.
- The first player to find the 4 cards that make a family that goes with his or her number card wins.

$8 + 6 = 14$	$6 + 8 = 14$	$14 - 8 = 6$	
$14 - 6 = 8$	$9 + 8 = 17$	$8 + 9 = 17$	
$17 - 9 = 8$	$17 - 8 = 9$	14	17

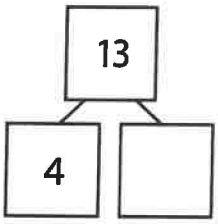
Using Fact Families to Help Subtract

Complete the number bond for each subtraction equation.

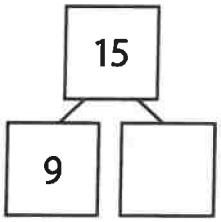
1 $11 - 8 = ?$



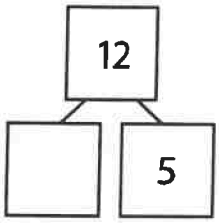
2 $13 - 4 = ?$



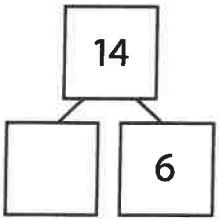
3 $15 - 9 = ?$



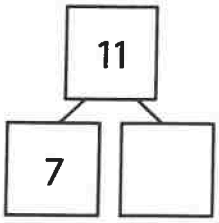
4 $12 - 5 = ?$



5 $14 - 6 = ?$



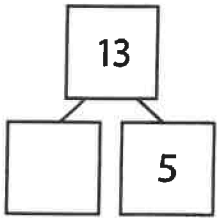
6 $11 - 7 = ?$



Complete the number bond and the fact family.

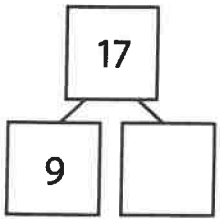
7 _____ + _____ = 13 13 − _____ = _____

13 = _____ + _____ _____ = 13 − _____



8 _____ + _____ = 17 17 − _____ = _____

17 = _____ + _____ _____ = 17 − _____



9 How can a fact family help you subtract?

Counting On and Making a Ten to Subtract

Complete each set of equations.

1. $12 - 3 = \square$
   $3 + \square = 12$

2. $14 - 5 = \square$
   $5 + \square = 14$

3. $11 - 3 = \square$
   $3 + \square = 11$

4. $15 - 7 = \square$
   $7 + \square = 15$

5. $12 - \square = 10$
   $12 - 4 = \square$

6. $13 - \square = 10$
   $13 - 6 = \square$

7. $16 - \square = 10$
   $16 - 9 = \square$

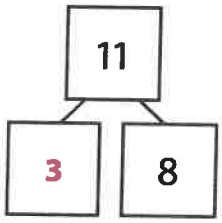
8. $15 - \square = 10$
   $15 - 9 = \square$

9. In problem 6, how did you use your first answer to find your second answer?

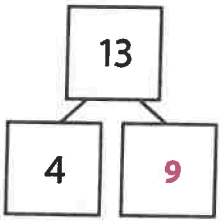
Using Fact Families to Help Subtract

Complete the number bond for each subtraction equation.

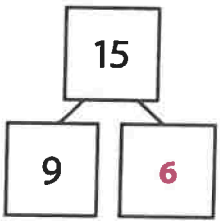
1 $11 - 8 = ?$



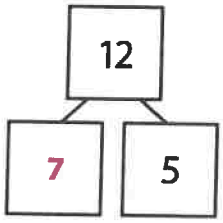
2 $13 - 4 = ?$



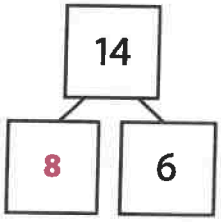
3 $15 - 9 = ?$



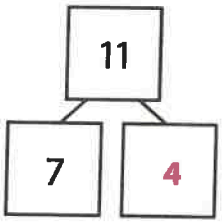
4 $12 - 5 = ?$



5 $14 - 6 = ?$



6 $11 - 7 = ?$

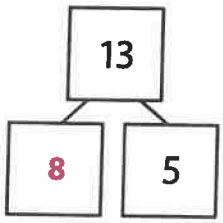


Complete the number bond and the fact family.

7 8 + 5 = 13 13 − 5 = 8

13 = 5 + 8 5 = 13 − 8

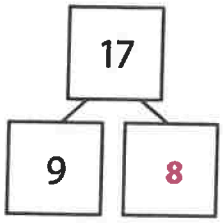
Sample answers given for the equations.



8 9 + 8 = 17 17 − 9 = 8

17 = 8 + 9 8 = 17 − 9

Sample answers given for the equations.



9 How can a fact family help you subtract?

Answers will vary. Possible answer: I can use the addition equations in the fact family to help me solve the subtraction equations.

Counting On and Making a Ten to Subtract

Complete each set of equations.

1. $12 - 3 = \boxed{9}$
   $3 + \boxed{9} = 12$

2. $14 - 5 = \boxed{9}$
   $5 + \boxed{9} = 14$

3. $11 - 3 = \boxed{8}$
   $3 + \boxed{8} = 11$

4. $15 - 7 = \boxed{8}$
   $7 + \boxed{8} = 15$

5. $12 - \boxed{2} = 10$
   $12 - 4 = \boxed{8}$

6. $13 - \boxed{3} = 10$
   $13 - 6 = \boxed{7}$

7. $16 - \boxed{6} = 10$
   $16 - 9 = \boxed{7}$

8. $15 - \boxed{5} = 10$
   $15 - 9 = \boxed{6}$

9. In problem 6, how did you use your first answer to find your second answer?

   Answers will vary. Possible answer: 13 − 3 = 10. So, to find 13 − 6, I needed to subtract 3 more from 10, and 3 less than 10 is 7.

Adding by Counting On and Making a Ten

Add.

1. $8 + 2 =$ _____
2. $8 + 3 =$ _____
3. $6 + 4 =$ _____
4. $6 + 8 =$ _____
5. $7 + 3 =$ _____
6. $7 + 5 =$ _____
7. $9 + 1 =$ _____
8. $9 + 6 =$ _____
9. $5 + 5 =$ _____
10. $5 + 8 =$ _____
11. $9 + 2 =$ _____
12. $2 + 9 =$ _____
13. $8 + 4 =$ _____
14. $4 + 8 =$ _____
15. $6 + 9 =$ _____
16. $6 + 7 =$ _____

17. Which strategy did you use to solve problem 11? Explain.

Using Doubles and Doubles Plus 1

Add.

1. $4 + 4 =$ _____

2. $4 + 5 =$ _____

3. $6 + 6 =$ _____

4. $5 + 6 =$ _____

5. $7 + 7 =$ _____

6. $8 + 7 =$ _____

7. $9 + 9 =$ _____

8. $8 + 9 =$ _____

9. $5 + 5 =$ _____

10. $6 + 5 =$ _____

11. $8 + 8 =$ _____

12. $7 + 8 =$ _____

13. Which strategy did you use to solve problem 12? Explain why.