

# 2E News

2/2/20

## Notes from Mrs. Elman

Dear Parents,

This past week your child took home a note regarding Valentine's Day. With Valentine's Day quickly approaching, please keep these guidelines in mind:

If your child wishes to bring in Valentine's Day cards, please make sure that a card is brought in for every child in our class on Thursday, February 13th. *The 14th is an Institute Day, which is why we are celebrating Valentine's Day one day early).*

Children should **address** each Valentine's Day card and **sign** each card.

Please check that your child's spelling is accurate. I have attached a copy of our class list below, if you need another one.

iRead is coming to an end this Wednesday, Feb. 5. Please total and send in your child's iRead [reading log](#) by Friday, Feb. 7. Students who turn in the log may wear their favorite sports gear for having a ball reading! Thank you for your help with this!

Sincerely,  
Karen Elman



Valentine's Day Guidelines.pdf



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331.5 KB



## Research Groups

Students are working in groups to research a person by reading biographies and taking notes.



## Twice as tall

Students measure to find out how tall they would be if they were twice their size.



## Mystery Reader

The students loved our mystery reader's tales: *The Book with No Pictures* and *Rosie Revere Engineer*. We learned 2 important lessons. First, you have to read every word in a book. Second, failure is part of the learning process and you can only truly fail if you quit.

## The Week in Review

### English Language Arts (E.L.A.)

This week we became time travelers of sorts by going back to San Francisco in 1906 in order to learn about the massive earthquake that shook the city. We are reading the book *The Earth Dragon Awakes* by Laurence Yep. Based on actual events of the 1906 San Francisco earthquake, and told from the alternating perspectives of two young friends, *The Earth Dragon Awakes* chronicles the powerful story of the destruction of the city and the heroes that emerge in its wake.

As we read, we are focusing on the ideas that readers understand that characters face challenges in stories and that writers understand that a character's actions, thoughts, and feelings are revealed through details. In addition, much like siblings may have differing points of view regarding an incident at home, we are realizing that authors give characters different points of view that are revealed through what the characters say and do.

### MATH:

#### January Number Corner:

This month our calendar markers picked up where our Calendar Collector left off last month, giving students continued opportunities to read and interpret picture and bar graphs based on data collected by surveying other second graders on a variety of topics. Read on to find out the highlights of this month's activities.

**Calendar Grid:** The calendar markers this month featured a picture or bar graph every fifth day with related equations on the intervening markers. Students examined each graph in some depth, reading and analyzing the data, posing and answering questions about the data and finding the connection between each of the equations that matched the graph set.

**Calendar Collector:** We collected and graphed data generated by conducting the same daily experiment. We placed 15 blue cubes and 15 red cubes in a mystery container; a container that we

could not see into so the experiment worked with random pulls. A student helper shook the container well, then drew out the day's date in cubes (e.g., 6 tiles on Jan. 6). We represented the cubes with magnetic tiles on our "Magic Wall" and examined the collection to determine whether fewer than half, exactly half, or more than half were red. The results were recorded in fractions of the total. (e.g.,  $4/6$  are red,  $2/6$  are blue) and graphed (e.g., more than  $\frac{1}{2}$  are red.)

**Daily Rectangle:** We continued to work with arrays. We introduced arrays on a hundreds grid. We used the grid to play an array game called Draw, Add & Compare. We drew 2 cards. The first card told us the number of rows we could color in our array. Our second card told the number of columns to color. We drew the resulting rectangular frame and colored it in. We then used addition or multiplication equations to find our totals and compare to see who won.

**Computational Fluency:** We played a game to review the many addition strategies we have learned so far this year: doubles, doubles plus or minus one, make 10, add 10, add nine, and "leftovers," or those that don't follow a specific strategy. Students continue to practice their basic addition/subtraction facts on Xtramath at their own level. Xtramath is an online program which checks for both speed and accuracy while adapting as students master different facts.

**Number Line:** We celebrated the 8th and 9th century days this month and are eagerly awaiting the 10th century day next Tuesday, our 100th day of school. We also investigated what happens to numbers along a line that starts at 0 and shows 10 hash marks when the value of the endpoint is changes.

### **Inquiry.**

We continued our study of matter by getting a better understanding that all things are made of matter. The atoms that help form solids, liquids, and gasses behave differently. As a class, we learned more about these atoms. For solids, atoms are packed close together and are rigid. Liquids have atoms spaced apart. The atoms also move. For gas, atoms are even further apart and experience more movement. Students used Cheerios and outlines of different forms of matter to represent the atoms in each state.



### **Star Student**

Our star student was happy to share his photos and poster with the class.



### **Happy HALF Birthday!**

We hope this special girl has a wonderful summer birthday!



### **Mystery Reader**


Thank you to our 1/2 birthday girl's mom for introducing us to a new book series: Franny K Stein. The class loved the beginning of Attack of the 50 Ft. Cupid!




## Connect with Mrs. Elman

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