

# 2E News

2/28/20

## NOTES FROM MRS. ELMAN

Dear Parents,

Spring Conferences are March 19-20. If you wish to meet for a spring conference, please click [here](#) to sign up for a 15 minute time slot.

### **Read to Succeed**

There is still time for your child to register to earn a free Six Flags ticket for reading 6 hours using Read to Succeed. The Read to Succeed eReading Log program is an online program that allows you to create an online account to track your child's reading.

You can register for Read to Succeed using the details below:

- Register child at [sixflags.com/books](https://sixflags.com/books) using code **YBPVM**
- By April 17, complete the online reading log for your child.
- Expect a Six Flags Great America ticket for your child in May!

Once your child is registered, you will have access to your online account.

Sincerely,

Karen Elman

## THE WEEK IN REVIEW

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

We finished reading *The Earth Dragon Awakes* this week. We were very glad that all the main characters that we had gotten to know survived the earthquake and fires! We talked about the author's central message. Students learned that the central message is something important that the author wants to share with readers. In this book, we decided that the author's central message was that ordinary people can be real heroes, if they have the courage to step up and help themselves and others in times of trouble. Henry and Chin taught us this as we saw how their opinions of their parents changed in the story, from ordinary people to heroes.

The students will now write a short story about two of the main characters, Henry and Chin. They will describe an adventure that the two boys may have during the rebuilding of San

Francisco.

Students are wrapping up their biography research projects. We hope to share them with each other very soon!

## **Math**

### **February Number Corner:**

This month's number corner featured flags and story problems from around the world. The story problems followed a predictable pattern and allowed students to learn about the different unknowns of an equation or story problem: start unknown, change unknown or sum unknown. Your child should have brought home maps of the world yesterday. We used these maps to locate each country as we did the activities relating to different countries.

### **Calendar Grid:**

As stated above, the calendar featured flags from various countries around the world. The pattern in the sequence involved the amount of red on each flag. The first flag in the set was exactly half red. The second and third flags were more than half red. The fourth, fifth and sixth flags were less than half red. This ABBCCC pattern sequence repeated with every set of six flags. Each day, a different story problem related to the country involved addends that increased by 1 and 10 as well as unknowns that appear in a predictable manner.

### **Calendar Collector:**

This month we had a teacher vs. student telling time tournament. The students work together as a team against the teacher, playing a new round of "Capture the Clock" every few days and collecting a point each time they won this bingo-type game. The team with the most points at the end of the month won the tournament. The 2E students were proud to beat me by a final score of 6 to 4! As a reward for winning, the class played a telling time Kahoot! Ask your child to tell you about it.

### **Daily Rectangle:**

This month and next, students work with base ten area pieces, which include square units, rectangular strips and square mats that represent ones, tens and hundreds. Each time we conducted the Daily Rectangle workout, students rolled two dice, used the numerals to form a two digit number, and added that many base ten area pieces to the Base Ten Bank. We kept this on a specifically designed pocket chart. Students subsequently added each new deposit to the standing collection. Solutions and strategies for adding were shared and the new total was posted in the pocket chart.

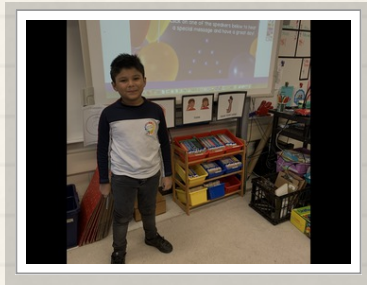
### **Computational Fluency:**

As explained in the newsletter at the beginning of the month, this month we began a fluency exercise called Addition Quick Facts, which students will continue to work through for the rest of the year or until they master them. This is a systematic approach to developing and demonstrating fluency with addition facts to 20. These workouts alternate between timed assessments called Quick Facts and untimed, practice exercises called Scout Them Out.

## Number Line:

We continued to update the Classroom Number Line each day, and on the 100th day of school the class celebrated the Tenth Century Day.

In other Math news, Module 2 of Unit 5 continues to develop place value understanding, through the context of money. Students are practicing counting by 5 and 10 both forward and backward, starting at numbers other than 0. Patterns are noticed to enhance learning. Students are reviewing the value of a penny, nickel, dime and quarter and are totaling the value of different combinations of coins. You can help reinforce this at home by using real coins. Have your child add up different amounts of coins. As an added bonus, if the amount is less than \$1.00, ask them how many cents they would need to get to \$1.00. How about \$5? Or \$10? The possibilities are endless!



### HAPPY BIRTHDAY!

We enjoyed celebrating with this special boy! We hope you had an awesome day!



### HAPPY BIRTHDAY!

We hope your special day was great! We liked celebrating with you!




### BUDDIES


Students work with their 5th grade buddies to turn given scenarios into win-win, as Leader in Me Habit 4 taught us.



## CONNECT WITH MRS. ELMAN

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Parent Letter - Math Unit 5 .pdf

Read to find out more about our current math unit.

 [Download](#)

853.8 KB



