

# 2E News

9.27.19

## Notes from Mrs. Elman

Dear Parents,

We had a great week of English Language Arts (E.L.A.) and math instruction during Student Success Block. The students are growing in their abilities to transition between different rooms quietly and efficiently. Students are working on E.L.A. activities Mondays through Wednesdays and math activities on Thursdays and Fridays.

Our topics for E.L.A. Success Block are the Reading [Common Core State Standards](#): *RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action* and *RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.*

When reading together at home, you can help your child with the first skill by asking questions about the beginning, middle and end of the story. Questions such as: **Who** are the main characters? **When** and **where** does this story take place? **What** is the problem? **How** does the problem get solved? help your child think beyond just reading the words.

You can help with the second skill by modeling reading with expression/using different voices when reading aloud to your child. Point out how punctuation helps with this and encourage your child to reread sentences how the character might speak them.

Our math focus is Numbers and Operations in Base Ten, specifically: Count within 1000 and skip-count by 5s, 10s, and 100s. You can help your child practice skip counting, beginning at numbers other than 0. For example, "Let's count by 10s, starting at 33: 43, 53, 63, etc." Counting by 5s from a given number is more challenging. Encourage your child to look for a pattern. "Let's count by 5s starting at 21: 26, 31, 36, 41. Help your child notice the ones digit pattern of 6,1,6,1 and the tens pattern of 2, 2, 3, 3, etc. We appreciate your continued support at home!

On Thursday, we celebrated John Chapman's birthday. You may know him as Johnny Appleseed. We learned a little about him and ate apples in his honor. We will learn more about this historical figure later in the year from one of our E.L.A. texts.

Have a great weekend!

Sincerely,

# Thumbs Up for Johnny Appleseed!



## The Week in Review

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

This week, when reading *Friends Around the World*, we learned so much about Isabel's e-pals: Dan, Akiak and Hau. These friends live in Australia, Canada and Vietnam. When reading, students are learning about the many text features that exist in nonfiction books such as: a glossary, index, photographs, captions, and maps. These text features often provide us with more information than the text alone. Students continue to identify the main idea of the students' letters and the details that support it.

We are beginning to use what we've learned about the different e-pals and the cities they live in. We are identifying similarities and differences as we learn about urban and rural communities.

### Math

As children continue to work on fact fluency, we have been targeting seven different [addition strategies](#) to help them recall addition facts. Children are working with the Add Zeros, Count Ons, Add Tens, Add Nines, Doubles, Doubles Plus or Minus One, Make Ten Facts and Leftover Facts. Learning the strategies and understanding the reasoning behind them will help children master fact fluency.

This comfort level with fact fluency is crucial so children feel open to solving story problems. As a class, we discussed appropriate steps to take when approaching a word problem. First we read the problem, underline the important numbers and circle or box the question. Children use numbers, sketches or words to represent the solution. Finally, we write and label our answer. Working together allows children to explain math thinking to a partner and share different math strategies.



# Learning in Action!



## Star Student

We enjoyed learning all about this week's star student.



## Leadership Ticket Store

Students count and pool their Leadership Tickets to try to buy a class reward.




## Math Work Place: Turn Them Over

Students play the game *Turn Them Over*. They roll 2 dice, add to total and turn over cards that also make that total. The goal of the game is to turn over all your cards first. This helps children think of sums as results of different addends.



## Connect with Mrs. Elman

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