

SECOND GRADE NEWSLETTER

April 2017

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SUBJECT	TOPIC	SUGGESTIONS FOR SUPPORT AT HOME
Reading	Series Book Clubs	Students will begin reading a series with their partners, collecting information about the main characters of their books. As the weeks progress, students will swap books within their clubs and they'll think and talk together about similarities and differences. Students will start to uncover the craft that the author uses to hook readers into the series and link the books together. Finally, students will begin to invent ways to share their books with others. They will also begin to learn how to have a debate inside their clubs as another way to share and talk about their books.
Writing	Writing About Reading	Students will write about their reading in fiction, developing ideas about the characters in their books. Our children will think deeply about their books, pay attention to character's actions and dialogue and then formulate an opinion. They will be required to use supporting evidence from their books to prove how they developed this opinion. For example, <u>(Character)</u> is <u>(trait)</u> because <u>(evidence)</u> , <u>(evidence)</u> and <u>(evidence)</u> . At home, please support your child by asking your child to describe characters based on character actions and dialogue. Have your child show you where he/she developed this idea. Keep pushing your child to say more and more.
Math	Money and Time	Students will be working on learning to count money and tell time. They will be using their counting skills to count by 5, 10, and 25 and exploring and identifying the different coins. Students will understand that money amounts can be represented in various ways and will learn to use a decimal point to express money amounts. They will use many hands on activities to solve problems dealing with coins, including making change, and telling time. Telling time is another essential skill that students will be learning. They will be able to tell time using an analog clock and a digital clock. They will also consider how hours and minutes are related and begin to recognize when different activities occur across a typical day (a.m., p.m., morning, evening). Support your child by playing store at home and asking your child to tell you when it is time to do various things across the day (ex: time to leave for school).
Science	Forces and Motion	For the beginning of the month of April, we will continue with our unit on "Forces and Motion". The next force we will be learning about is "Gravity" and then "Simple Machines". It will be helpful if you go online with your children and do some research on gravity and simple machines. You can also go to the public library and borrow some books. At the end of the month we will move on to Plant Diversity.
Social Studies	NYC Over Time	We continue our research on NYC history and its changes over time. We are now focusing in on the 5 boroughs and their individual histories and differences from each other. This subject is especially interesting to the children because they are learning about neighborhoods that surround them and are able to better understand their own environment. Students will be placed in groups where they each study a different borough and highlight its unique landmarks, history, and famous contributions that put it on NYC's map. At home, allow your child to visit the library or explore the internet to guide them in their pursuit at becoming an NYC expert. If possible, visit some of the landmarks and museums discussed.

Focus of the Month: Poetry

As your child is discovering, poetry is a very different kind of writing that allows for a great deal of expression and imagination. We ask our students to let go of the structured sentences they have been using, and reach for important words and phrases that express their feelings, their imagination and feelings. We ask them to take ordinary objects and imagine them as something different, describing them with different functions or even imagining how that object might think if it were a person. We ask them to write about special moments in time or memories, or strong feelings that they might have. We also talk about creating our poems with special music that relays a particular mood or feeling in readers. We do this by carefully choosing our words and phrases and strategically placing line breaks to help our readers hear the music in our poems. Encourage your child to continue to write poems, focusing on conveying a **mood** or feeling in the readers. Thinking about your reader is important to greatly improving all types of writing. Poetry is a simple way to practice this important skill.