**Second Grade News**

**April 2016**

**Mrs. Barbour Mrs. Leonard Mrs. Madison Mr. Strickland**

**Mrs. McNeill Ms. Billheimer**

How do you know it’s spring? Well, when you see sunshine, dandelions, flip flops and pollens, of course! As we move on to sunny days ahead, we would like to remind everyone about our school dress code. Also for safety reasons, we would like for our students to refrain from wearing flip flops or sandals.

**Language Arts**

Our new unit will continue students’ work in book clubs. However, in this unit book clubs will be created based on common interests. Book club partners will come together because they want to learn more about a certain topic. In Book Clubs, students will work cooperatively collecting information and developing new understandings. Many of the themes and standards addressed have been introduced before. At this point in the year, students will be deepening and expanding their understanding of concepts previously introduced.

**Writing**

Students will learn how to write reviews for the books they have read, movies they have seen, and restaurants or places they have been. They will learn how to express their opinion about a topic and then provide reasons and examples in an attempt to persuade readers to want to read, see, or try whatever they are reviewing.

**Math**

We will focus on the following math objectives:

* Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
* Explain why addition and subtraction strategies work, using place value and the properties of operations.
* Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
* Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
* Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

**Social Studies (Geography and Environmental Literacy)**

Students will use geographic representations, terms, and technology to process information from a spatial perspective. They will also understand the effects of humans interacting with their environment.

**Science (Life Cycles of the Butterflies)**

 This unit introduces students to the concept of the life cycle by inviting them to observe, describe, predict, and record their findings as they track the butterfly through the stages of its life cycle. This unit will give students an appreciation of the continuity and diversity of life and the needs of living organisms.

**Dates to Remember**

**April 4 – 4th Quarter Electives start**

**April 11 – Progress Report and Elective Report Cards go home**

**April 12 – Hispanic Culture Night @ 5:30-8:00**

**April 15 – Field Trip (Leonard and Barbour)**

**April 22 – Field Trip (Madison and Strickland)**

**April 25 – Snow Make-Up Day**

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