

Grade 2 / 3 Smith

Belleisle Elementary School
Believe Encourage Succeed

*Library this Wednesday!

*Milk this week, but no hot lunch.

Week 16

January 5, 2016

Happy new year, Everyone! This month, we are going to focus on non-fiction reading and writing. We will begin a whole group report and move on to small group, then individual reports by some time in February.

Students should begin noticing the content and organization of non-fiction writing, and start to respond to what they are learning and begin to write their own notes about what they are learning.

We are practicing writing the facts we learned in our own words, so that we don't copy the words straight from a book or other source. This practice ensures that we understand what we are reading, by us-

ing the CAFÉ strategy, talk about what you read.

This month, we are going to begin a new Science unit called Magnetic Forces. The learning objectives are to see what objects can be magnetized, the attraction of magnets and their polarity, and since it is Science, to make observations, ask questions, and predict what will happen.

Lastly, there are mental math concepts below, but thought I should mention equality in an equation, which some students are having difficulty with. Each side of an equation needs to be equal. Look at the following questions, and see if you can figure them out. See if your child has any trouble with it.

$$4 + ? = 12 - 6$$

$$15 - 6 = 2 + ?$$

$$16 + 4 = ? + 9$$

$$? + 30 = 50 + 10$$

Homework

Please continue to make reading a priority for at least 15 minutes each night at home. Students really benefit from re-reading the same books to practice their fluency, expression, phrasing, and understanding.

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Mental Math Strategy: Bridging to the Next 10:

Students need to be confident about which number goes with which to make ten (ex. $4 + ? = 10$). That way, when it comes to double-digit numbers, like we are getting into now, they can figure out quickly how many to get to the next ten or hundred (ex: $47 + ? = 50$, I know that $47 + 3 \text{ more} = 50$, so $47 + 53 \text{ more} = 100$).

Some students in the class are thinking that $47 + 4 = 100$, as they are counting the 47. Please go over these simple questions with your child at home, so you can find out if they understand this concept of bridging to the next 10. Just ask them...33 plus what would equal 40? 50? 100?