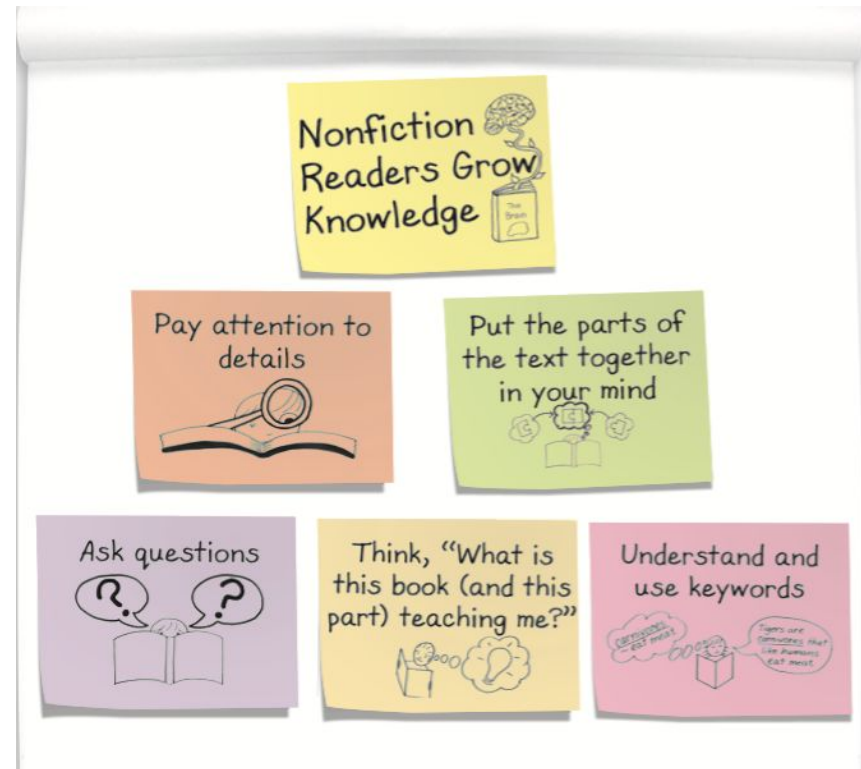


Second Graders are becoming expert readers!

In reader's workshop, students are reading non-fiction books and growing their knowledge. There are many strategies they can use to help them grow their knowledge and become expert readers. This chart hangs in the classroom and serves to remind students of how to read their books!

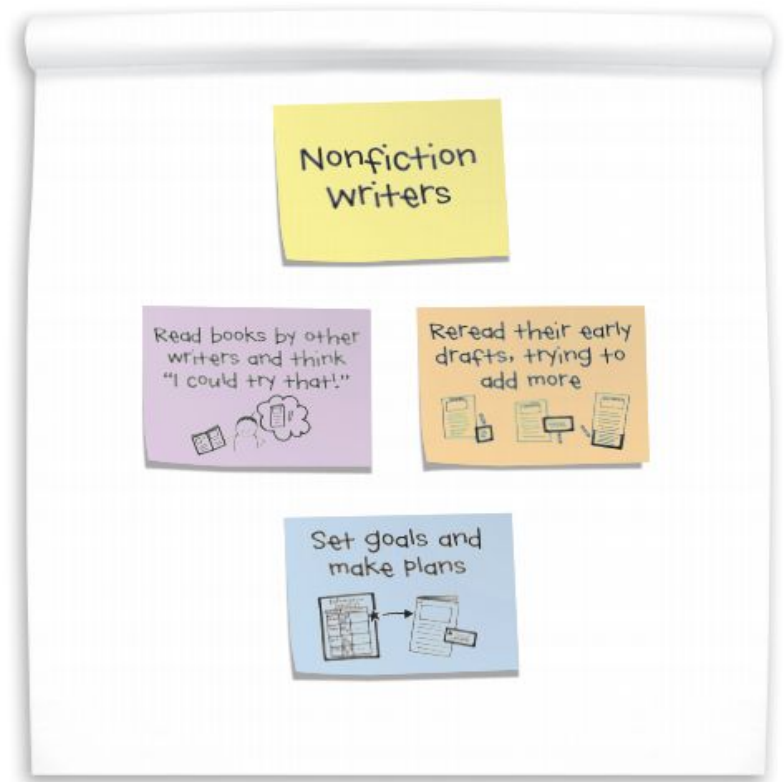
- I am taught to first pay attention to details and think about what I notice while reading
- Once I notice new details, I think about how to connect the new details with my non-fiction topic.
- As I read my books or when I am finished, I might have questions or wonderings about their topic. Encourage me to ask those questions! I can write them on post-it notes, index cards, or paper as they read. This will help with my comprehension.
- Please support me by asking me "what did you learn from this book?" "what can you teach me?" "did you learn any new words?"



Second graders are writing lots of nonfiction books quickly!

In writer's workshop, students are writing how-to books and teaching others everything they know! This chart hangs in the classroom and serves to remind students of how to write a nonfiction teaching book.

- I am taught to read nonfiction books and notice any craft moves the author is using that I can use in my writing. Such as, table of contents, tips, labels, bold text, writing a hook, and asking questions.
- Once I try out craft moves, I want to add as much information to my teaching book as possible! I can do this by rereading my book and thinking to myself "What else could I say?" In school we call this *squeezing my brain*.
- Once I finish my teaching book, I set a goal for myself and make a plan on how I will achieve my goal. This will make me a stronger writer! We align our goals to our writing checklists. Some common goals are writing over 3 pages, teaching readers important points about a topic, writing an ending sentence, spelling word wall/power words correctly, and elaborating.



Math:How Many Stickers? How Many Cents?

In this unit we will be focusing on addition, subtraction and the number system.

Investigation 1: Sticker Station

In sticker station, students are introduced to a store (Sticker Station), that sells stickers as singles (1), in strips (10), and in sheets of (100). The stickers provides a model for representing and making sense of place value. Students work to find combinations of strips and singles for a given number. Here is an example of the number 46 represented in strips and singles.

Strips and Singles

4 strips of 10 6 singles



Investigation 2: Adding and Subtracting within 100

After sticker station, students should have a better understanding of place value. We will be focusing on developing strategies for adding and subtracting 2 digit numbers based on place value- using a strategy called *decomposing*, which breaks apart the tens and ones. Here is an example of decomposing.

$$\begin{array}{ccccccc} \checkmark & \checkmark & \checkmark & \checkmark & \checkmark & \checkmark & \checkmark \\ 5 + 15 + 20 + 10 + 30 + 15 + 5 \end{array}$$

$$\begin{array}{ll} 5 + 15 = 20 & 15 + 5 = 20 \\ 20 + 20 = 40 & 20 + 30 = 50 \\ 40 + 10 = 50 & 50 + 50 = 100 \end{array}$$

Investigation 3: Problems with an Unknown Change or an Unknown Start

Students will solve story problems that involve an unknown change or unknown start. They will continue to use their knowledge of place value and sticker station. In the problem below, students would use their decomposing strategy to break down 49 to 40 and then subtract 20.

Kira had 49 moon stickers. She gave some to Franco so that he could fill a page in his Sticker Book. Now Kira has 20 moon stickers left. How many stickers did she give to Franco?

$$\text{I know } 40 - 20 = 20$$

$$\text{so } 49 - 29 = 20$$

She gave away 29 stickers.

