

Grade 2 Mathematics
Second Trimester
November 5 – March 16

November: Numbers to 1000 and Number Patterns

Essential Questions:

What ones digit number do I look for when counting by fives starting from any number?

How can the same number be represented differently by trading ones and tens?

How can three-digit numbers be put in order?

Skills:

Count by fives, starting from any number less than 100.

Recognize and describe number patterns.

Recognize, describe, extend, and create patterns that grow.

Identify patterns in a sequence of number sentences.

Develop understanding of the relative position and magnitude of whole numbers.

Represent a number as different combinations of tens and ones.

Trade 10 ones for 1 ten.

Develop a sense of the number one hundred.

Read and write the numeral 100.

Connect words and numerals for multiples of 100 to the quantities they represent.

Count by hundreds.

Add multiples of 100.

Group a quantity of objects and record the hundreds, tens, and ones.

Identify a number represented as hundreds, tens, and ones.

Read and write three-digit numbers (no "teens").

Compare two numbers (up to 999) and identify which is greater.

Write three numbers (up to 999) in order, from least to greatest.

Write the number that is 1, 10, or 100 more or less than a given three-digit number.

Develop understanding of the relative position and magnitude of whole numbers.

December: Adding and Subtracting 2-Digit Numbers

Essential Questions:

How can "making ten" help with addition?

How can a related family of facts addition sentence help with subtraction?

How do the words "in all," "have left", "how much more", and "difference" help in finding the solution to a word problem?

Skills:

Use the "make ten" or "use ten" strategy to add.

Understand the relationship between addition and subtraction.

Write a family of related addition and subtraction sentences.

Use the "think addition" strategy to subtract.

Use a variety of methods and tools to add or subtract.

Recognize, describe, and extend number patterns.

Adjust an addition or subtraction sentence to help add or subtract related numbers.

Add two-digit multiples of 5.

Decompose ("break apart") numbers into multiples of 5.

Add a two-digit multiple of ten and another two-digit number. Add two-digit numbers, regrouping if necessary.

Adjust an addition sentence to help add related numbers.

Subtract a multiple of 10 from a two-digit number.

Use a variety of methods and tools to subtract.

Recognize, describe, and extend number patterns.

Adjust a subtraction sentence to help subtract related numbers.

Create, model, and solve subtraction problems that involve differences.

Subtract a two-digit number from another two-digit number, regrouping if necessary.

Choose the appropriate operation (addition or subtraction) and use it to solve a story problem.

January: Money, Time and Data

Essential Questions:

How can using quarters make it easier to count to \$1.00?

How can an analog clock and digital clock tell time?

Skills:

Use quarters, dimes, nickels, and pennies to show amounts to 99 cents (using as many quarters as possible).

Use coins to show amounts equivalent to one dollar.

Compare amounts to one dollar.

Solve simple problems that involve rates.

Read and show times past the hour (five-minute intervals) on an analog or digital clock.

Interpret, analyze, and compare data in a pictograph and tally chart.

Collect, organize, and represent data in a graph and on a line plot.

Interpret, analyze, and compare data in a chart or graph.

February: Measurement and Geometry

Essential Questions:

What are lines of symmetry?

How can area be measured?

What is the difference between a flip, turn, or slide when moving an object?

How can objects be compared in weight or capacity?

Skills:

Recognize and create shapes that have symmetry.

Recognize, name, describe, and compare 2-D shapes.

Sort 2-D shapes based on their attributes.

Identify lines of symmetry.

Identify right angles.

Understand how to measure area using nonstandard units.

Measure area with multiple copies of units of the same size.

Recognize and apply slides, flips and turns.

Develop common referents for measures.

Interpret and analyze data in a pictograph and bar graph.

Represent and analyze data in a bar graph.

Beginning of March: Place Value-Numbers to 1000

Essential Questions:

What do skip counting by 100s, 50s, 25s, and 20s have in common?

How does place value help put numbers in order from least to greatest?

How does understanding base-ten assist in counting up or down in tens?

Skills:

Count by 100s, 50s, 25s and 20s (starting from 100, 50, 25 and 20).

Count back by 50s.

Read and write three-digit numbers.

Develop understanding of place value and the base-ten number system.

Compare two numbers (up to 999) and say which is greater.

Write three numbers (up to 999) in order, from least to greatest.

Write the number that is 1, 10 or 100 more or less than a given three-digit number.

Count on by tens from any three-digit number.

Count back by tens from any three-digit multiple of 10.

Develop an understanding of the relative position of numbers.

Round numbers to the nearest multiple of 10 or 100.