

Priority Code
 E = Essential
 I = Important
 C = Compact

2nd Grade Math Prioritized Curriculum



Goals and Objectives	Priority	Time	Essential Questions	Suggested Activities	Resources	Assessments
Goal 1: The learner will read, write, model, and compute with whole numbers through 999.						
1.01 Develop number sense for whole numbers through 999. a. Connect model, number word, and number using a variety of representations. b. Read and write numbers. c. Compare and order. d. Rename. e. Estimate. f. Use a variety of models to build understanding of place value (ones, tens, hundreds).	I I I I I E	On-going	a. How do I count to 999? b. How do I write numbers to 999? c. How can I compare numbers? d. How can I show a number a different way/ e. What is an estimate? f. How do I group objects into ones, tens, & hundreds?	<ul style="list-style-type: none"> Students fill in blank "1000 books" Number cards Counters Wipe-off cards Matching/memory game Counting chain Send home "Estimating Jar" Tens & ones Mats with blocks Counting songs 	<ul style="list-style-type: none"> Calendar Manipulatives Excel math Math textbooks Teacher-made games Music/counting CD's 	<ul style="list-style-type: none"> DPI website Assessment Completed "1000 books" Teacher observation Completed student work products 2nd Grade Summative Math Assessment Report cards
1.02 Use area or region models and set models of fractions to explore part-whole relationships in contexts. a. Represent fractions (halves, thirds, fourths) concretely and symbolically. b. Compare fractions (halves, thirds, fourths) using models. c. Make different representations of the same fraction. d. Combine fractions to describe parts of a whole.	C C C C	Weekly	a. How can I model a fraction? b. How can I tell which fraction is bigger? c. How can I show a fraction in a different way? d. How can I put fractions together to make a whole?	<ul style="list-style-type: none"> Use real objects and food items Make use of manipulative and trade books (ex., "Hershey Milk Chocolate Fraction" book) Use fraction tiles Use computer programs 	<ul style="list-style-type: none"> Overhead projector Manipulatives Textbooks Trade books Teacher-made games Computer Computer games 	<ul style="list-style-type: none"> Teacher observation Weekly math test Completed work samples Report cards
1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).	E	On-going	What are some ways to model & solve problems?	<ul style="list-style-type: none"> Trade books "Brainstorming" Activities 		Report card

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1.04 Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies. a. Strategies for adding and subtracting numbers. b. Estimation of sums and differences in appropriate situations. c. Relationships between operations.	E I I	On-going	a. In what different ways can I add & subtract numbers? b. What is a good estimate of the answer for a math problem? c. How do addition & subtraction work together?	<ul style="list-style-type: none"> Use week-by-week essentials Estimating jar & other games. Use counters & other manipulatives. "Fact Family" cards and games. 	<ul style="list-style-type: none"> Texts Trade books Manipulatives Teacher-made games 	<ul style="list-style-type: none"> Teacher Observation Work sample Portfolios Math assessments
1.05 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds.	E	On-going	Which strategy is needed to solve a problem?	<ul style="list-style-type: none"> Class discussion/brainstorming together "Problem of the Day" 	<ul style="list-style-type: none"> Manipulatives Charts Notebooks 	<ul style="list-style-type: none"> Individual oral assessment Teacher observation
1.06 Define and recognize odd and even numbers.	I	Weekly	How can I tell when a number is even or odd?	<ul style="list-style-type: none"> "Today's Number" Brain Gym Use counters & counting charts 		<ul style="list-style-type: none"> Report card End-of-Year Assessment

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Goal 2: The learner will recognize and use standard units of metric and customary measurement.						
2.01 Estimate and measure using appropriate units. a. Length (meters, centimeters, feet, inches, yards). b. Temperature (Fahrenheit).	I I	On-going	a. Which unit of measurement can be used to measure an object? How do I measure? b. How do I read a thermometer?	<ul style="list-style-type: none"> Measure various objects in room/school. Measure given lines. Measuring games. Make measuring books. Tie in with trade books 	<ul style="list-style-type: none"> Yard sticks Rulers Thermometers Manipulatives Trade Books (Ex. "How big is a foot?") 	<ul style="list-style-type: none"> Teacher observation Finished Measuring book Teacher-made tests
2.02 Tell time at the five-minute intervals.	I	On-going	How do I tell time?	<ul style="list-style-type: none"> Use class demonstration clock Use student clocks Flash cards Play quizmo Play computer games Practice skip-counts by 5's 	<ul style="list-style-type: none"> Demonstration & student clocks Workbooks Textbooks Trade Books (ex. "Grouchy Lady-bug") Quizmo game Card games Number chart Hundreds Board Computers Computer games 	<ul style="list-style-type: none"> Teacher observation Teacher-made tests Graded work samples Report cards

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Goal 3: The learner will perform simple transformations.						
3.01 Combine simple figures to create a given shape.	I	Weekly	What figures are needed to create shapes?	<ul style="list-style-type: none"> Model, using overhead & overhead pattern blocks. Students use wooden pattern blocks to fill in shapes & to create own shapes. Play computer games. 	<ul style="list-style-type: none"> Overhead projector & overhead pattern blocks. Wooden pattern blocks Computer activities 	<ul style="list-style-type: none"> Teacher observation Completed work products Report card
3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged.	I	Weekly	What happens when I change 2- and 3-dimensional figures?	<ul style="list-style-type: none"> Model using transparent overhead pattern blocks & shapes. Use teacher-created materials Students cut & rearrange paper figures. Students use wikki sticks Use geoboards 	<ul style="list-style-type: none"> Overhead transparencies "Wikki sticks" Teacher-created activities Math texts; workbooks Pattern blocks Geoboards 	<ul style="list-style-type: none"> Teacher observation Completed models/work samples Tests Math journal

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3.03 Identify and make: a. Symmetric figures.	I	weekly	a. What is a line of symmetry?	a. Use construction paper & scissors to create symmetrical figures. Sort pre-cut shaped into 2 groups – symmetrical or not Provide ½ picture & students draw other half. Use pattern blocks	a. Paper Scissors Pattern blocks Magazine Or coloring book pictures Textbook	<ul style="list-style-type: none"> • Teacher observation • Work samples • Tests & activities
b. Congruent figures.	I		b. How do I identify and make congruent shapes?	b. Use overhead & pattern blocks to demonstrate. Use Geoboards Make congruent figures from paper. Sort shapes – congruent/not congruent. Do worksheet activities. Create congruent shapes with pipe cleaners.	b. Overhead projector Pattern blocks Geoboards Paper/scissors Pipe cleaners	

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Goal 4: The learner will understand and use data and simple probability concepts.						
4.01 Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's).	I	On-going	What are some ways I can show collected information?	<ul style="list-style-type: none"> Model graphing using data that relates to the students. Students make their own graphs using various methods. Students answer questions & create question about graphs. 	<ul style="list-style-type: none"> Overhead graphing Transparencies Large, open graphs Text Tangible objects to create graphs. 	<ul style="list-style-type: none"> Teacher observation Graded activities End-of Year Assessment Report card
4.02 Conduct simple probability experiments; describe the results and make predictions.	C	Weekly	What are the chances of a certain event happening?	<ul style="list-style-type: none"> Use real objects to sort and demonstrate probability Use overhead, colored manipulatives. Students practice using text, workbooks, etc. 	<ul style="list-style-type: none"> Real-life objects Overhead manipulatives Excel Math Worksheets, Math text 	<ul style="list-style-type: none"> Teacher observation Graded activities End-of Year Assessment Report card

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Goal 5 The learner will recognize and represent patterns and simple mathematical relationships.						
5.01 Identify, describe, translate, and extend repeating and growing patterns.	E	On-going	<p>How do I identify and describe a pattern? How can I change and continue a pattern?</p>	<ul style="list-style-type: none"> • Use chants & repetitious movements to demonstrate patterns. • Use children themselves to create patterns. • Use manipulatives – including candy, beads, cereal, etc. to make patterns • Do patterning activities on paper. 	<ul style="list-style-type: none"> • Teacher/child-created chants & movements. • Pattern blocks • Beads • Candy • Cereal • Cubes, etc. • Text • Excel Math worksheets 	<ul style="list-style-type: none"> • Completed patterns • Graded activities/tests • Teacher observation • End-of Year Assessment
5.02 Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities.	E	On-going	<p>Can I write a number sentence after reading a word problem?</p>	<ul style="list-style-type: none"> • Practice highlighting important information in word problems. • Display an “operation strategy chart,” showing cue words to look for. • Work “Problem of the Day.” • Have students create their own word problems. 	<ul style="list-style-type: none"> • Highlighters • Math chart • “Problem of the Day” • Text – workbook • Written activities 	<ul style="list-style-type: none"> • Completed work products • Tests • Teacher observation • Summative Assessment