

**School District U-46
Second Grade Mathematics Roadmap**

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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
201	<p>I can compare whole numbers.</p> <p>I can skip count.</p> <p>I can use equivalent names for numbers.</p> <p>I can identify and compare simple fractions.</p>	<p>6.A. Demonstrate knowledge and use of numbers and their many representations in theoretical and practical settings.</p> <p>***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Writing 4-5</i></p>	<p>I model and provide students with the opportunity to:</p> <ul style="list-style-type: none"> • skip count by 2s, 5s and 10s starting from any number, • use several different types of models to extend understanding of the base-ten system and its relationship to place value; include expanded numbers (e.g., 15 = 10+5), • use cardinal and ordinal numbers appropriately, • recognize and explain the concept of odd and even numbers, • describe parts of a set using $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, • represent, order, label, and compare unit fractions using manipulatives, • describe relationships between numbers using appropriate vocabulary and using comparison notation ($>$, $<$, $=$), and • connect number words and numerals to the quantities they represent, with numbers through three places (hundreds). 	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p>	<p>Everyday Mathematics Teacher's Assessment Assistant CD</p>	<p>Staff Development Everyday Mathematics Professional Development</p> <p>When Whole Group Instruction Small Group Partners</p> <p>Strategies/Resources</p> <ul style="list-style-type: none"> • Overhead Projector • Base 10 Blocks • Slates • Counters • Connectors • Craft Sticks • Straws • Math Decks • Number Line • See Glossary/Index in Teacher's Manual

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202	I can solve addition, subtraction, multiplication, and division problems and explain my thinking.	<p>6.B. Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.</p> <p>***<u>English Language Proficiency Standards</u> <i>Grade Level Cluster K-2</i> <i>3.Writing 4-5</i> <i>3.Speaking 5</i></p>	<p>I model and provide students with the opportunity to:</p> <ul style="list-style-type: none"> • solve two-step addition and subtraction number sentences and word problems using real world problems, • demonstrate the relationship between addition and subtraction, • demonstrate a knowledge of multiplication (repeated addition) using manipulatives, drawings, and story problems, • demonstrate a knowledge of division through equal sharing using manipulatives, drawings, and story problems, • explain different ways to solve a problem both orally and in writing, and • demonstrate fluency with basic addition/subtraction facts. 	<p>1 (late)</p> <p>1</p> <p>2</p> <p>3</p> <p>1</p> <p>3</p>	<p>Everyday Mathematics Teacher's Assessment Assistant CD</p>	<p>Staff Development Everyday Mathematics Professional Development</p> <p>When Whole Group Instruction Small Group Partners</p> <p>Strategies/Resources</p> <ul style="list-style-type: none"> • Manipulatives • Home Links • Literature Links • Games • See Glossary/Index in Teacher's Manual

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203	I know different strategies for solving addition and subtraction problems. I can estimate sums and differences.	6.C. Compute and estimate using mental mathematics, paper-pencil methods, calculators and computers. *** English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Reading 4</i> <i>3.Speaking 5</i> <i>3.Writing 4</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • explain and use mental math strategies to solve simple addition and subtraction problems through 18, • estimate sums and differences of one-or two-digit numbers, • distinguish between an exact number and estimate, and • utilize a calculator to solve three-digit addition and subtraction problems. 	1 1 1 2	Everyday Mathematics Teacher's Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • Calculator (TI – 108) or Equivalent • Games • See Glossary/Index in Teacher's Manual
204	I can identify and use simple fractions.	6.D. Solve problems using comparisons of quantities, ratios, proportions and percents. *** English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Reading 1-5</i> <i>3.Writing 1-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • demonstrate concretely, pictorially, and symbolically the concept of fractions as part of a whole using the fractions: one-half, one-third, one-fourth, one-tenth. 	2	Everyday Mathematics Teacher's Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • Everyday Math Decks • Projects • Overhead • Geoboards • Pattern Locks • See Glossary/Index in Teacher's Manual

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205	<p>I can measure with rulers, clocks, thermometers, and scales.</p> <p>I can compare measurements.</p> <p>I can count, compare, and order sets of coins.</p>	<p>7.A. Measure and compare quantities using appropriate units, instruments and methods.</p> <p>***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Reading 4-5</i></p>	<p>I model and provide students with the opportunity to:</p> <ul style="list-style-type: none"> • identify the type of measure (e.g., weight, height, volume, temperature) for each measurable attribute, • explore and describe perimeter and area of real objects, • measure objects using standard units, • order events chronologically, • read and write time to the quarter hour and five-minute intervals, both digital and analog, • describe relationships within units of time, money, and length (e.g., 12 inches in a foot), and • count, compare, and order sets of unlike coins up to a dollar. 	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p>	<p>Everyday Mathematics Teacher's Assessment Assistant CD</p>	<p>Staff Development Everyday Mathematics Professional Development</p> <p>When Whole Group Instruction Small Group Partners</p> <p>Strategies/Resources</p> <ul style="list-style-type: none"> • Scales (pan balance, spring scale) • Tape Measurement • Plastic Bags • Counters, Coins, Play Money • Graph Paper • See Glossary/Index in Teacher's Manual

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209	I can use tables and graphs to solve problems.	8.B. Interpret and describe numerical relationships using tables, graphs, and symbols. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Listening 4-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • describe and compare qualitative change (e.g., student grows two inches in one year), • identify number patterns on a hundred chart, and • solve a variety of number sentences with equalities and inequalities (using symbols of $<$, $>$, $=$). 	1 1 1	Everyday Mathematics Teacher's Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • Graphic Organizers • Charts • Number Lines • Integrate with Health • See Glossary/Index in Teacher's Manual

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210	I can solve problems and explain my answer.	8.C. Solve problems using systems of numbers and their properties. *** <u>English Language Proficiency Standards</u> <i>Grade Level Cluster K-2</i> <i>3.Speaking 4-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • solve problems and justify solutions using patterns (“Tell me why...”). 	1	Everyday Mathematics Teacher’s Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • Slates • Geoboards • Pattern Blocks • See Glossary/Index in Teacher’s Manual
211	I can find the missing number in a problem.	8.D. Use algebraic concepts and procedures to represent and solve problems. *** <u>English Language Proficiency Standards</u> <i>Grade Level Cluster K-2</i> <i>3.Writing 4</i> <i>3.Reading 4</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • solve simple number models with variables (e.g., missing addend problems, and • solve word problems involving unknown quantities. 	1 1	Everyday Mathematics Teacher’s Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • See Glossary/Index in Teacher’s Manual

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212	<p>I can identify, make, compare, and contrast shapes.</p> <p>I can recognize and make symmetrical shapes.</p>	<p>9.A. Demonstrate and apply geometric concepts involving points, lines, planes and spaces.</p> <p>***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>3.Listening 3-5</i></p>	<p>I model and provide students with the opportunity to:</p> <ul style="list-style-type: none"> • compare and contrast the attributes of two and three dimensional shapes using appropriate vocabulary (prisms, cylinders, pyramids, cones, and spheres), • investigate and predict the results of putting together and taking apart two and three dimensional shapes (e.g., put two triangles together to make a square), • describe, name, and interpret direction and distance in navigating space and apply ideas about direction and distance (e.g., nearer/farther), • create and complete shapes that have line symmetry, • recognize and represent shapes from different perspectives (i.e., front view, side view, top view, ...), and • recognize slides, flips, and turns. 	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">3</p>	<p>Everyday Mathematics Teacher’s Assessment Assistant CD</p>	<p>Staff Development Everyday Mathematics Professional Development</p> <p>When Whole Group Instruction Small Group Partners</p> <p>Strategies/Resources</p> <ul style="list-style-type: none"> • 3-Dimensional Shapes • Line Symmetry • Geoboards • Attribute Blocks • See Glossary/Index in Teacher’s Manual

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215	I can read and compare data.	10.A. Organize, describe and make predictions from existing data. *** <u>English Language Proficiency Standards</u> <i>Grade Level Cluster K-2</i> <i>3.Listening 4-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • tell about data given in a graph, picture, or chart. 	1	Everyday Mathematics Teacher's Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • Charts • Pictures • See Glossary/Index in Teacher's Manual
216	I can ask a question, collect data, and make a graph.	10.B. Formulate questions, design data collection methods, gather and analyze data and communicate findings. *** <u>English Language Proficiency Standards</u> <i>Grade Level Cluster K-2</i> <i>3.Listening 5</i> <i>3.Speaking 5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • ask questions of interest, • collect data using pictures, concrete materials, or tally marks, and • construct simple bar graphs using data. 	1 – continuous reinforcement 1 – continuous reinforcement 1 – continuous reinforcement	Everyday Mathematics Teacher's Assessment Assistant CD	Staff Development Everyday Mathematics Professional Development When Whole Group Instruction Small Group Partners Strategies/Resources <ul style="list-style-type: none"> • Carol Hurst's Children Literature Site, Data Gathering • http://www.carolhurst.com/subjects/math/datagather.htm • See Glossary/Index in Teacher's Manual

