

Curriculum Focal Points 2nd Grade Math	Grades 4K, 5K, 1, 2 Strategies	Address these Focal Points in contexts of the Process Standards: problem solving, reasoning, communication, making connections, and designing and analyzing representations
<p>Number and Operations: Developing an understanding of the base-ten numeration system and place-value concepts (to 1000).</p> <ul style="list-style-type: none"> Counting in units and multiples of hundreds, tens, and ones, as well as a grasp of number relationships. Comparing and ordering numbers. Understanding multidigit numbers in terms of place value (853 as 8 hundreds, 5 tens, 3 ones, etc.) <p>Number and Operations and Algebra: Developing quick recall of addition facts and related subtraction facts and fluency with multidigit addition and subtraction.</p> <ul style="list-style-type: none"> Develop, discuss, and use efficient, accurate, and generalizable methods to add and subtract multidigit whole numbers. Develop fluency with efficient procedures, including standard algorithms, for adding and subtracting whole numbers. 	<p><u>Number and Operations</u></p> <p>2.a Use multiple models to develop initial understandings of place value and the base-ten number system (e.g. renaming, regrouping).</p> <p>2.b (1) Develop a sense of whole numbers and represent and use them in flexible ways, including relating, composing, and decomposing numbers (e.g., family [5, 9, 14]).</p> <p>2.c Understand situations that entail multiplication and division, such as equal groupings of objects and sharing equally.</p> <p>2.d Develop and use strategies for whole-number computations, with a focus on addition and subtraction.</p> <p>2.e Develop fluency with basic number combinations for addition and subtraction.</p> <p>2.f Use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil, and calculators.</p> <p><u>Algebra</u></p> <p>2.g (5K, 1) Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations.</p> <p>2.h (1) Model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols.</p> <p>2.i (1) Describe quantitative change, such as a student’s growing two inches in one year.</p>	

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<p>Measurement: Developing an understanding of linear measurement and facility in measuring lengths.</p> <ul style="list-style-type: none"> Standard units of measure (centimeter and inch), and the inverse relationship between the size of a unit and the number of units. 	<p><u>Geometry</u></p> <p>2.j (4K, 5K) Describe, name, and interpret directions and distances in navigating space and apply ideas about direction and distance.</p> <p>2.k Relate ideas in geometry to ideas in number and measurement.</p> <p><u>Measurement</u></p> <p>2.l (4K, 5K, 1) Recognize the attributes of length, volume, weight, area, and time.</p> <p>2.m Understand how to measure using nonstandard and standard units.</p> <p>2.n Select an appropriate unit and tool for the attribute being measured.</p> <p>2.o Measure with multiple copies of units of the same size, such as paper clips laid end to end.</p> <p>2.p Use repetition of a single unit to measure something larger than the unit, for instance, measuring the length of a room with a single meter stick.</p> <p>2.q Use tools to measure.</p> <p>2.r Develop common references for measures to make comparisons and estimates for units or standard and metric.</p>	

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	<p><u>Data Analysis and Probability</u></p> <p>2.s (4K) Represent measurement data using concrete objects, pictures, and graphics.</p> <p><u>Critical Concepts That Are Not Focal Points</u></p> <p>Money</p> <p>2.t Count mixed collections of coins up to \$1.00</p> <p>Time</p> <p>2.u Demonstrate an understanding of time relationships (e.g. how many minutes in an hour, days in a week, and months in a year)</p> <p>2.v Tell time in increments of five minutes using analog and digital clocks.</p>	