


Second Grade Mathematics Newsletter





Marking Period 2, Part 1

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>								
Number and Operations in Base Ten	<ul style="list-style-type: none"> use strategies to add 2-digit numbers with or without composing a ten (joining ten ones). <table> <tr> <td><u>With Composing</u></td><td><u>Without Composing</u></td></tr> <tr> <td>$16 + 27 = 43$</td><td>$12 + 15 = 27$</td></tr> </table> use strategies to subtract 2-digit numbers with or without decomposing a ten (breaking apart a ten into ten ones). <table> <tr> <td><u>With Decomposing</u></td><td><u>Without Decomposing</u></td></tr> <tr> <td>$43 - 27 = 16$</td><td>$27 - 15 = 12$</td></tr> </table> explain why addition or subtraction strategies work. 	<u>With Composing</u>	<u>Without Composing</u>	$16 + 27 = 43$	$12 + 15 = 27$	<u>With Decomposing</u>	<u>Without Decomposing</u>	$43 - 27 = 16$	$27 - 15 = 12$
<u>With Composing</u>	<u>Without Composing</u>								
$16 + 27 = 43$	$12 + 15 = 27$								
<u>With Decomposing</u>	<u>Without Decomposing</u>								
$43 - 27 = 16$	$27 - 15 = 12$								
Operations and Algebraic Thinking	<ul style="list-style-type: none"> use strategies to add and subtract all 1-digit numbers accurately, efficiently, and in multiple ways. identify and explain odd numbers (any number ending in a 1, 3, 5, 7, 9). identify and explain even numbers (any number ending in a 0, 2, 4, 6, 8). write an equation to represent doubles facts ($3 + 3 = 6$ or $5 + 5 = 10$). use addition and subtraction strategies to solve word problems with 2-digit numbers. 								
Measurement and Data	<ul style="list-style-type: none"> represent whole numbers on a 1–100 number line using equal spaces between the numbers. use a number line to represent sums and differences. <table> <tr> <td>$12 + 23 = \underline{35}$</td><td>← sum</td></tr> <tr> <td>$57 - 13 = \underline{45}$</td><td>← difference</td></tr> </table> 	$12 + 23 = \underline{35}$	← sum	$57 - 13 = \underline{45}$	← difference				
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Thinking and Academic Success Skills (TASS)		
	<u>It is...</u>	<u>In mathematics, students will . . .</u>
Analysis	breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood.	<ul style="list-style-type: none"> describe how place value relationships help to add and subtract two numbers. identify what is known and unknown in an addition or subtraction situation to solve problems. <div style="text-align: center;"> $57 - \square = 45$ </div>
Metacognition	knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.	<ul style="list-style-type: none"> identify and think about how odd numbers and even numbers support strategies to add and subtract using mental math (even + even = even, odd + odd = even, even + odd = odd). use previous knowledge of place value to choose appropriate manipulatives (counters, ten frames, cubes) to solve a problem. self-monitor to correct errors when solving a problem. 

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Marking Period 2, Part 1

Learning Experiences by Measurement Topic (MT)		
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>
Number and Operations in Base Ten	<ul style="list-style-type: none"> add 2-digit numbers with or without composing a ten using a variety of strategies (number line, hundreds chart, base ten blocks, etc.) subtract 2-digit numbers with or without decomposing a ten using a variety of strategies (number line, hundreds chart, base ten blocks, etc.) explain how to solve a variety of types of problems using a written method. solve for an unknown number (missing addend) using strategies based on place value. $12 + \square = 54$ 	<ul style="list-style-type: none"> practice solving addition and subtraction problems using materials found at home (cereal, pasta, beans, popcorn, beads). Determine how to use those materials to compose or decompose a ten (glue a set of 10 Cheerios™ on a popsicle stick to represent a ten). roll two dice to generate 2-digit numbers (if you roll a  and a , you can make the numbers 36 or 63. Then, roll the dice again to make another 2-digit number). Decide whether to add or subtract. Analyze to determine if it is necessary to compose or decompose a ten when solving the problem. <p><u>Websites to support learning:</u></p> <ul style="list-style-type: none"> - http://www.pennsauken.net/~immath/etools/pvb/index.html - http://www.curriculumsupport.education.nsw.gov.au/countmein/children_calendar.html
Operations and Algebraic Thinking	<ul style="list-style-type: none"> use a variety of manipulatives (counters, ten frames, cubes) to determine whether a number is odd or even. add and subtract within 20 using a number line. solve put together and take word problems. 	<ul style="list-style-type: none"> find odd and even numbers in the environment (ex. at the grocery store, at home, in the neighborhood). Tell why it is an odd or even number. write an addition or subtraction word problem and teach a family member a new strategy to solve it.
Measurement and Data	<ul style="list-style-type: none"> add 2-digit numbers and create a number line to record a written method. subtract 2-digit numbers and create a number line to record a written method. 	<ul style="list-style-type: none"> use chalk, markers, crayons, etc. to draw a number line with equal spacing and use it to solve addition and subtraction problems.
Glossary	<p>addend: any number added to another number $(12 + 42 = 54)$</p> <p>unknown: a missing number in an expression or equation</p> <p>written method: any visual representation of a strategy used to solve a problem</p>	