

# Second Grade Mathematics Newsletter

Marking Period 4, Part 1





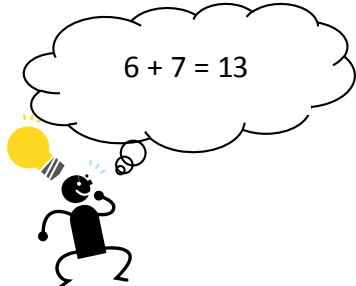
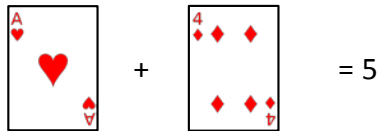



MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Operations and Algebraic Thinking	<ul style="list-style-type: none"> <li>apply strategies to add and subtract all one-digit numbers accurately, efficiently, and flexibly.</li> </ul>
Numbers and Operations in Base Ten	<ul style="list-style-type: none"> <li>use strategies (1-1000 chart, base ten models, number line, etc.) to add three-digit numbers with or without composing.  <u>With Composing a Ten</u>      <u>With Composing a Hundred</u>      <u>With Composing a Ten and a Hundred</u>  <math>216 + 127 = ?</math>      <math>342 + 185 = ?</math>      <math>162 + 549 = ?</math> </li> <li>use strategies (1-1000 chart, base ten models, number line, etc.) to subtract three-digit numbers with or without decomposing.  <u>With Decomposing a Ten</u>      <u>With Decomposing a Hundred</u>      <u>With Decomposing a Ten and a Hundred</u>  <math>386 - 139 = ?</math>      <math>615 - 185 = ?</math>      <math>752 - 198 = ?</math> </li> <li>explain why addition or subtraction strategies work.</li> </ul>

*It is essential for students in Grade 2 math to know all addition and subtraction facts within 20 by the end of the year.*

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In mathematics, students will . . .</u>
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole.	<ul style="list-style-type: none"> <li>use what is known about adding two 1-digit numbers to find the sum of up to four 2-digit numbers.</li> <li>connect ideas about composing and decomposing tens to composing and decomposing hundreds.</li> <li>organize ideas and information about successful strategies used by others to</li> </ul>
Effort/Motivation/Persistence	working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.	<ul style="list-style-type: none"> <li>show determination to solve math problems in different ways.</li> <li>set goals to use different strategies to subtract 3-digit numbers.</li> <li>keep trying different math strategies until a solution is determined.</li> </ul>

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Learning Experiences by Measurement Topic (MT)		
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>
Operations and Algebraic Thinking	<ul style="list-style-type: none"> <li>solve addition and subtraction facts within 20 from memory.</li> </ul> 	<ul style="list-style-type: none"> <li>use playing cards (1-10), dice, etc. to add or subtract numbers by memory.</li> </ul>  <p>Website to support learning:</p> <ul style="list-style-type: none"> <li><a href="http://www.montgomeryschoolsmd.org/departments/hiat/websites/math.shtm">http://www.montgomeryschoolsmd.org/departments/hiat/websites/math.shtm</a></li> </ul>
Numbers and Operations in Base Ten	<ul style="list-style-type: none"> <li>add four 2-digit numbers using base ten models and represent strategies with equations.               <ul style="list-style-type: none"> <li><u>Possible equation:</u> <math>37 + 24 + 16 + 23 = ?</math></li> </ul> </li> <li>add a 3-digit number and a 3-digit number (with composing a ten and/or a hundred) using a strategy (1-1000 chart, base ten models, number line, etc.) Explain why the strategy works best.               <ul style="list-style-type: none"> <li><u>Possible equation:</u> <math>347 + 264 = ?</math></li> </ul> </li> <li>subtract a 3-digit number from a 3-digit number (with decomposing a ten and/or a hundred) using a strategy (1-1000 chart, base ten models, number line, etc.) Explain why the strategy works best.               <ul style="list-style-type: none"> <li><u>Possible equation:</u> <math>506 - 124 = ?</math></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>use a written method to practice addition and subtraction with composing and decomposing. Explain the method used (possible written methods are drawing a model, creating a number line, etc.).</li> <li>roll three dice to generate 3-digit numbers (if you roll a  a , and a , you can make the numbers 363, 336, or 633. Then, have a family member roll the dice again to make another 3-digit number). Decide together whether to add or subtract. Solve the problem in different ways to check for accuracy.</li> </ul> <p>Websites to support learning:</p> <ul style="list-style-type: none"> <li><a href="http://illuminations.nctm.org/Activities.aspx?grade=1">http://illuminations.nctm.org/Activities.aspx?grade=1</a></li> <li><a href="http://www.curriculumsupport.education.nsw.gov.au/countmein/children_calendar.html">http://www.curriculumsupport.education.nsw.gov.au/countmein/children_calendar.html</a></li> </ul>

**CONTINUE TO PRACTICE  
ADDITION AND  
SUBTRACTION FACTS!**