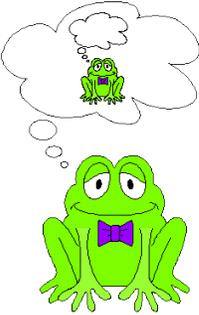


# Second Grade Mathematics Newsletter

Marking Period 2, Part 2



MT	<b>Learning Goals by Measurement Topic (MT)</b> <u>Students will be able to . . .</u>
<b>Number and Operations in Base Ten</b>	<ul style="list-style-type: none"> <li>use strategies to add 2-digit numbers with or without composing a ten (joining ten ones).</li> <li>use strategies to subtract 2-digit numbers with or without decomposing a ten (breaking apart a ten into ten ones).</li> <li>use a written method to show how an addition or subtraction strategy was used to solve a problem.</li> <li>skip-count to determine the value of a set of coins.</li> </ul>
<b>Operations and Algebraic Thinking</b>	<ul style="list-style-type: none"> <li>use strategies to add and subtract all 1-digit numbers fluently (accurately, efficiently, and in multiple ways).</li> <li>use addition and subtraction strategies to solve word problems with 2-digit numbers.</li> </ul>
<b>Measurement and Data</b>	<ul style="list-style-type: none"> <li>represent whole numbers on a 1-100 number line using equal spaces between the numbers.</li> <li>use a number line to represent sums and differences.  <math>12 + 23 = \underline{35}</math> ← sum  <math>57 - 13 = \underline{45}</math> ← difference</li> <li>solve word problems using coins and bills.</li> </ul>

<b>Thinking and Academic Success Skills (TASS)</b>		
	<u>It is...</u>	<u>In mathematics, students will . . .</u>
<b>Analysis</b>	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"> <li>explain the similarities and differences between the strategies of composing and decomposing numbers.</li> <li>identify the known and unknown parts in an addition or subtraction situation to solve problems. ↓  <math>57 - \square = 45</math></li> <li>compare the similarities and differences of coin attributes (size, color, images, value, texture).</li> </ul>
<b>Metacognition</b>	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"> <li>use previous knowledge of place value to choose appropriate manipulatives (number line, counters, ten frames, cubes, etc.) to solve a problem.</li> <li>explain how place value relationships are used to check for accuracy and make corrections when adding and subtracting 2-digit numbers.</li> <li>think about a way to sort coins to determine the value of the set.</li> <li>self-monitor to correct errors when solving a problem.</li> </ul> 

# Second Grade Mathematics Newsletter

Marking Period 2, Part 2

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"> <li>write an equation to subtract 2-digit numbers. <math>36 - 18 = \square</math></li> <li>write and solve equations with the unknown in a variety of places. <math>36 - \square = 18</math>   <math>\square - 18 = 18</math>   <math>18 \square - 18</math></li> <li>add and subtract using strategies based on place value (drawing a model, creating a number line, breaking apart numbers, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>use dice, spinners, or cards to make two 2-digit numbers. Write and solve an addition or subtraction equation.</li> <li>gather household items to create and represent addition and subtraction equations (13 toy cars + 12 toy trucks = how many vehicles?)</li> <li>look at the newspaper or online for the sports scores. Write an equation to tell the sum of the points scored or write an equation to tell the difference between the two scores. Example: The Redskins scored 35 points. The Giants scored 24 points. What is the sum of the scores? <math>35 + 24 = 59</math> points How many more points did the Redskins score than the Giants? <math>35 - 24 = 11</math> more points</li> </ul>
	<ul style="list-style-type: none"> <li>solve compare word problems.</li> <li>match two-step word problems to equations and solve (There are 23 students on the bus. 5 students get off at the first stop. 3 more students get on at the second stop. How many students are on the bus now?).</li> </ul>	<ul style="list-style-type: none"> <li>create word problems with unknowns in all positions using experiences at home.</li> <li>create compare word problems using experiences at home.</li> </ul> <p><u>Websites to support learning:</u></p> <ul style="list-style-type: none"> <li><a href="http://www.mathplayground.com/TB_AS/tb_as3_iFrame.html">http://www.mathplayground.com/TB_AS/tb_as3_iFrame.html</a></li> <li><a href="http://www.mathplayground.com/TB_AS/tb_as5_iFrame.html">http://www.mathplayground.com/TB_AS/tb_as5_iFrame.html</a></li> </ul>
Measurement and Data	<ul style="list-style-type: none"> <li>skip-count to determine the value of a collection of coins (half dollars, quarters, dimes, nickels, pennies).</li> <li>create collections of coins that equal one dollar.</li> </ul>  <p style="text-align: center;">50c + 25c + 10c + 10c + 5c = \$1.00 Pictures not drawn to scale</p> <ul style="list-style-type: none"> <li>organize and count a set of coins and bills up to \$5 to determine its value.</li> </ul>	<ul style="list-style-type: none"> <li>practice identifying and counting different coins.</li> <li>collect quarters from different states and analyze the differences on each quarter.</li> </ul>  <p><u>Possible Questions:</u> What is the value of each coin? What are the images shown on each coin?</p> <ul style="list-style-type: none"> <li>practice counting combinations of bills and coins that equal the same amount. Explain why the sets are equal.</li> </ul> <p><u>Website to support learning:</u></p> <ul style="list-style-type: none"> <li><a href="http://www.usmint.gov/">http://www.usmint.gov/</a> (explain how this website gives new information about money)</li> </ul>