

**MATH**  
**RHINEBECK PRIORITIZED CURRICULUM**  
**GRADE 2**

<i>TOPIC</i>	<i>STANDARDS/ KEY IDEAS/ BENCHMARKS</i>	<i>GUIDING QUESTIONS</i>	<i>ESSENTIAL KNOWLEDGE/SKILLS</i>	<i>SUGGESTED CLASSROOM IDEAS</i>	<i>SUGGESTED ASSESSMENT IDEAS</i>	<i>TIME</i>
<b>Mathematical Reasoning</b>  (Woven throughout the curriculum)	1.1.1B 1.2.1 1.3.1A 1.3.1B 3.1.1 3.1.4	<ul style="list-style-type: none"> <li>How do you decide what information is important in a word problem?</li> </ul>	(These ideas should be reinforced throughout the curriculum.) <ul style="list-style-type: none"> <li>Use models, facts &amp; relationships to draw conclusions about mathematics and explain reasoning</li> <li>Use patterns &amp; relationships to analyze mathematical situations</li> <li>Justify answer &amp; <b>solutions</b></li> <li>Use logical reasoning to reach simple conclusions</li> <li>Use pictures, written language, and/or number sentence to show a solution to a problem.</li> </ul>	(These ideas should be reinforced throughout the curriculum.) <ul style="list-style-type: none"> <li>Students use pictures to show and/or written language to describe how they got answer</li> <li>Utilize children's literature for motivation, introduction, and problem-solving of skill/concepts (Ex. <u>A Three Hat Day</u>, <u>Jesse Bear</u>, <u>What Will You Wear?</u> and <u>How Many Feet? How Many Tails?</u>)</li> <li>Clarify problems &amp; solutions, using discussions with teacher &amp; others</li> <li>Use concrete materials to justify solutions</li> <li>Use &amp; discuss problem-solving strategies</li> <li>Use concrete objects, pictorial representations, tables, no. lines, etc. to represent &amp; solve problems</li> <li>Brainstorm possible strategies before beginning a problem</li> </ul>	<ul style="list-style-type: none"> <li>Student math journals</li> <li>Teacher observations</li> <li>Individual assessments</li> <li><u>Math Their Way</u> assessment ideas</li> <li>Homework</li> <li>Daily work</li> </ul>	

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<b>Pattern</b>	3. 4. 5 3. 7. 1	<ol style="list-style-type: none"> <li>1. What are the patterns in counting?</li> <li>2. When do you count using ordinal and cardinal numbers?</li> <li>3. What patterns can you find in math?</li> <li>4. What patterns can you find in nature?</li> <li>5. Where else can you find patterns?</li> <li>6. How many ways can we sort this group of objects? Students?</li> </ol>	<ul style="list-style-type: none"> <li>• Recognize, describe, extend, and create simple and increasingly complex patterns</li> <li>• Recognize number patterns when counting by 2's, 5's, 10's</li> <li>• Sorting objects by one or more <i>attributes</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Students use pictures to show and/or written language to describe how they got answer</li> <li>▪ Utilize children's literature, rhythm and music for motivation, introduction, and problem-solving of skill/concepts (Ex. <u>Caps for Sale</u>, <u>One Hundred Hungry Ants</u>, and <u>Frog and Toad are Friends</u>)</li> <li>▪ Calendar activities in <u>Math Their Way summary Newsletter</u> pp. 4.1-4.14</li> <li>▪ Oral / Rote counting experiences - counting by 2's, 5's, 10's from 1 and from other starting points also</li> <li>▪ Use manipulatives to reproduce &amp; extend patterns</li> <li>▪ Take a pattern walk around school</li> <li>▪ Bring in a pattern from home</li> <li>▪ People Row patterns (ex. Eye color, shoes, etc.)</li> <li>▪ Sort manipulatives by attributes - sort same set of objects many different ways</li> <li>▪ Classification activities from <u>Math in Stride</u> pp. 79-91</li> <li>▪ Pattern ideas and sorting ideas from <u>Math Their Way</u> pp. 18-87, <u>Developing Number Concepts Using Unifix Cubes</u> pp. 28-51 Summary Newsletter pp. 9.1-9.16 located at <a href="http://WWW.center.edu">WWW.center.edu</a></li> </ul>	<ul style="list-style-type: none"> <li>• Student math journals</li> <li>• Teacher observations</li> <li>• Individual assessments</li> <li>• <u>Math Their Way</u> assessment ideas</li> <li>• Homework</li> <li>• Daily work</li> </ul>	

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<b>Estimating</b>	3.6.1 3.6.2	1. What is estimating? 2. When do you need to estimate?	<ul style="list-style-type: none"> <li>• Make reasonable estimates</li> <li>• Make quantitative estimates of familiar lengths, widths, weights and time intervals and check them against measurements.</li> <li>• Estimate answers before solving problems and compare estimates with solutions.</li> <li>• Anticipate outcomes by guessing or estimating and compare guess or estimate with outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use pictures to show and/or written language to describe how they got answer</li> <li>• Utilize children's literature for motivation, introduction, and problem-solving of skill/concepts (Ex. <u>The Giant Jam Sandwich</u> and <u>Moira's Birthday</u>)</li> <li>• Given an amount of objects, estimate how many are there, then check</li> <li>• Calendar - estimate how many days until _____, how many days in this season, etc.</li> <li>• Estimating - fill jar container or hand weekly with objects for students to estimate, count, &amp; check</li> <li>• Problem of the Week or Day activities</li> <li>• How many minutes until dismissal, gym, etc.?</li> <li>• How many steps to the library, cafeteria, etc.?</li> <li>• How many ways to make sums for 6, 15, etc.? Why?</li> <li>• Computer programs</li> <li>• Pumpkin activities - estimate weight, circumference, number of lines, number of seeds, etc.</li> </ul> <p><b>*Use practice sheets (workbook, etc.) when students have demonstrated conceptual understanding</b></p>	<ul style="list-style-type: none"> <li>• Student math journals</li> <li>• Teacher observations</li> <li>• Individual assessments</li> <li>• <u>Math Their Way</u> assessment ideas</li> <li>• Homework</li> <li>• Daily work</li> </ul>	

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<b>Number Relationships</b>	3.2.4 1.1.1A 3.3.1 3.3.4 3.3.2	1. Using < and > how do numbers compare? 2. How do you know when a number is odd or even?	<ul style="list-style-type: none"> <li>• Recognize patterns for <i>sums</i> and <i>differences</i></li> <li>• Skip count by 2's, 5's, 10's forwards &amp; backwards</li> <li>• Develop skip counting by 3's and 4's forwards.</li> <li>• Identify <i>odd/even</i> numbers</li> <li>• Compare sets of objects using terms such as: <i>more than, bigger than, greater than, less than, no more than, no less than, the same size, equal to/ equivalent etc.</i></li> <li>• Recognize, describe, and extend number sequences and patterns in the range of 1-100</li> <li>• Read and write 3-digit numbers up to 999</li> <li>• Order numbers up to 999</li> <li>• Use &lt;, &gt;, = to compare numbers to 999</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students use pictures to show and/or written language to describe how they got answer</li> <li>▪ Utilize children's literature for motivation, introduction, and problem solving of skill/concepts (ex. <u>One Hundred Hungry Ants</u>, <u>The King's Commissioners</u>, <u>Even Steven and Odd Todd</u> and <u>How Much is That Guinea Pig In The Window</u>)</li> <li>▪ Use concrete materials, tables, charts, calculators to find patterns in sums/differences</li> <li>▪ Calendar activities (use number line to skip count, identify odd/even nos.)</li> <li>▪ Order small sets of numbers</li> <li>▪ Number activities in <u>Math Their Way Summary Newsletter</u> pp. 10.1-10.26 and <u>Developing Number Concepts Using Unifix Cubes</u> pp. 1-27, 76-131.</li> <li>▪ Use manipulatives to show whether a number is odd/even</li> <li>▪ Sequencing activities using students, manipulatives, etc. (first person sit, third person wave, etc.)</li> </ul> <p>* Use practice sheets (workbook, etc.) when students have demonstrated conceptual understanding</p>	<ul style="list-style-type: none"> <li>• Student math journals</li> <li>• Teacher observations</li> <li>• Individual assessments</li> <li>• Homework</li> <li>• Daily work</li> </ul>	

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<b>Basic Addition &amp; Subtraction</b>	3.3.2 3.3.3	<ol style="list-style-type: none"> <li>1. What will happen when you put two numbers together?</li> <li>2. Where will I ever use addition and subtraction?</li> <li>3. After reading a problem, how do you write an addition and/or subtraction sentence?</li> <li>4. How are addition and subtraction related?</li> <li>5. What strategies can you use to solve an addition and/or subtraction problem?</li> <li>6. How do you decide what information is important in a word problem?</li> </ol>	<ul style="list-style-type: none"> <li>• Concepts of addition and subtraction and their relationship.</li> <li>• Use addition and subtraction strategies (i.e. counting on, counting down, doubles, doubles plus one, <i>number families</i>).</li> <li>• Use strategies to increase recall of addition/subtraction facts to 18.</li> <li>• Develop additional strategies for selecting appropriate computational &amp; <i>operational</i> method in problem-solving</li> <li>• Solve real world problems involving addition and subtraction of whole numbers.</li> <li>• Solve open number sentences (ex. <math>3 + \underline{\quad} = 5</math>)</li> <li>• Understand and use associative and commutative properties of addition.</li> <li>• Understand and use zero property of addition.</li> <li>• Begin to understand addition and subtraction facts 10 - 18 from a place value perspective.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students use pictures to show and/or written language to describe how they got answer</li> <li>▪ Utilize children's literature for motivation, introduction, and problem solving of skill/concepts (Ex. <u>Domino Addition</u> and <u>Twelve Ways to Get to Eleven</u> and <u>Two of Everything</u>)</li> <li>▪ Around the World flashcard activity</li> <li>▪ Addition/Subtraction BINGO</li> <li>▪ Computer programs</li> <li>▪ Calendar- Ask students how many days until the 25<sup>th</sup>? How many days ago was Susie's birthday?</li> <li>▪ Student-generated word problems</li> <li>▪ Use of Dominoes</li> <li>▪ Dice games</li> <li>▪ Use manipulatives to show addition &amp; subtraction problems</li> <li>▪ Student made flash cards and flip chutes for school and home</li> <li>▪ Solve problems such as "How many different pair of numbers have a sum of 6,13,etc.?"</li> <li>▪ Number activities in <u>Math Their Way</u> pp. 234-251, Summary Newsletter pp. 10.1-10.26 and <u>Developing Number Concepts Using Unifix Cubes</u> pp. 77-131</li> <li>▪ <b>*Use practice sheets (workbook, etc.) when students have demonstrated conceptual understanding</b></li> <li>▪ Find the Rule activities in Math in Stride pp. 11-12 and workbook PP. 8-12</li> </ul>	<ul style="list-style-type: none"> <li>• Student math journals</li> <li>• Teacher observations</li> <li>• Individual assessments</li> <li>• <u>Math Their Way</u> assessment ideas</li> <li>• Homework</li> <li>• Daily work</li> </ul>	

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<b>Place Value</b>	3.2.2 3.2.4 3.3.1	<ol style="list-style-type: none"> <li>1. What difference does it make where a number is in a number?</li> <li>2. How is counting groups of things different than counting single objects?</li> <li>3. Why is it important to know whether you are talking about ones, tens, or hundreds?</li> </ol>	<ul style="list-style-type: none"> <li>▪ Represent two and three digit numbers up to 999 using concrete models such as bundles of ten sticks and base ten blocks.</li> <li>▪ <b>Regroup</b> ones, tens, and hundreds with and without manipulatives.</li> <li>▪ Relate counting to grouping and place value.</li> <li>▪ Recognize the meaning of 0 in place value system through 999</li> <li>▪ Recognize the meaning of digits in 1-,2- &amp;3- digit numbers</li> <li>▪ <b>Expanded notation</b> for 2- &amp; 3-digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Students use pictures to show and/or written language to describe how they got answer</li> <li>• Utilize children's literature for motivation, introduction, and problem-solving of skill/concepts (Ex. <u>How Much is a Million?</u> and <u>Wolf's Chicken Stew</u>)</li> <li>• Place value activities in <u>Math Their Way</u> pp. 274-325, Summary Newsletter pp. 11.1-11.23 and <u>Developing Number Concepts Using Unifix Cubes</u> pp. 134-146</li> <li>• Count out large groups of objects using base ten mats or tens/ones boards and actually placing groups of 10 on the tens side (not trading)</li> </ul> <p><b>*Use practice sheets (workbook, etc.) when students have demonstrated conceptual understanding</b></p>	<ul style="list-style-type: none"> <li>• Student math journals</li> <li>• Teacher observations</li> <li>• Individual assessments</li> <li>• <u>Math Their Way</u> assessment ideas</li> </ul>	

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<p><b>Addition &amp; Subtraction of Large Numbers With <u>and</u> Without Regrouping</b></p> <p>(Research indicates that teaching the two separately is not as effective as using problems in which regrouping may or may not be needed. Students then learn to always check to see if regrouping is necessary.)</p>			<ul style="list-style-type: none"> <li>• Demonstrate an understanding of adding and subtracting large numbers by connecting written symbols to problems solved using manipulatives and a place value board or tens/ones board</li> <li>• Add/subtract up to 3-digit numbers with/without regrouping</li> <li>• Subtract up to 2-digit numbers with or without regrouping.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use pictures to show and/or written language to describe how they got answer</li> <li>• Utilize children's literature for motivation, introduction, and problem solving of skill/concepts (Ex. <u>Alexander, Who Used to be Rich Last Sunday</u>, and <u>The 512 Ants on Sullivan Street</u>)</li> <li>• Use place value boards with manipulatives to solve addition and subtraction problems</li> <li>• Activities for developing a sense of quantities above ten from <u>Developing Number Concepts Using Unifix Cubes</u> pp. 149-161</li> <li>• Place value activities in <u>Math Their Way</u> pp. 274-325, <u>Summary Newsletter</u> pp. 11.1-11.23 and <u>Developing Number Concepts Using Unifix Cubes</u> pp. 134-146</li> </ul> <p><b>*Use practice sheets (workbook, etc.) when students have demonstrated conceptual understanding</b></p>	<ul style="list-style-type: none"> <li>• Student math journals</li> <li>• Teacher observations</li> <li>• Individual assessments</li> <li>• <u>Math Their Way</u> assessment ideas</li> <li>• Homework</li> <li>• Daily work</li> </ul>	

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<b>Graphing</b>	3.1.4 3.4.2 3.5.6	<ol style="list-style-type: none"> <li>1. What is a graph?</li> <li>2. How do you collect, organize, analyze and interpret numerical data with children?</li> <li>3. What information does a graph give you? Not give you?</li> <li>4. What is a bar graph? Pie graph? Cluster graph?</li> </ol>	<ul style="list-style-type: none"> <li>▪ Record information with tallies, blocks, and <i>pictographs</i>.</li> <li>▪ Compare data in terms of number, equality, in equality, similarities, and difference.</li> <li>▪ Understand that simple graphs can help one to make observations concerning number, frequency, differences, and similarities leading to an awareness of the concept of mode, median, and mean</li> <li>▪ Record data from experiments &amp; surveys</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students use pictures to show and/or written language to describe how they got answer</li> <li>▪ Utilize children's literature for motivation, introduction, and problem solving of skill/concepts (Ex. <u>Caps for Sale</u>, <u>Cloudy With a Chance of Meatballs</u>, <u>I Wish I Were a Butterfly</u>, <u>Harriet's Halloween Candy</u>, and <u>Arthur's Funny Money</u> )</li> <li>▪ Use real graphs (ex. Graph using actual shoes), picture graphs (ex. Graph using pictures to represent real objects), &amp; symbolic graphs (ex. Graphs using manipulatives to represent all objects)</li> <li>▪ Model, collecting data, organizing it then presenting it in the form of a graph</li> <li>▪ Daily graphs (simple yes/no graphs that can also serve as attendance record)</li> <li>▪ Use motivational topics to reinforce graph throughout the year</li> <li>▪ Students gather information at home to create a graph; interpret and analyze the information to share with class.</li> <li>• Graphing activities in <u>Math Their Way</u> pp. 140-163, <u>Summary Newsletter</u> pp. 8.8-8.10</li> <li>▪ <b>Use practice sheets (workbook, etc.) when students have demonstrated conceptual understanding</b></li> </ul>	<ul style="list-style-type: none"> <li>• Student math journals</li> <li>• Teacher observations</li> <li>• Individual assessments</li> <li>• Homework</li> <li>• Daily work</li> </ul>	

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Fractions	3.2.1A 3.2.1B	<ol style="list-style-type: none"> <li>1. What is a fraction?</li> <li>2. What do fractions tell you?</li> <li>3. How do you write a fraction to describe a fractional picture?</li> <li>4. How do you color a picture to describe a fraction?</li> <li>5. How do you read and write fractions (relationship between the numerator and denominator)?</li> </ol>	<ul style="list-style-type: none"> <li>• Recognize that fractions represent an equal part of a whole object or a set of objects.</li> <li>• Use standard fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{1}{10}</math> to describe part of a whole or part of a collection of things.</li> </ul> <p>Understand that in sharing or measuring things there is sometimes a need to use numbers between whole numbers.</p>	<ul style="list-style-type: none"> <li>• Students use pictures to show and/or written language to describe how they got answer</li> <li>• Utilize children's literature for motivation, introduction, and problem solving of skill/concepts (ex. <u>Eating Fractions</u>, <u>The Hershey's Fraction Book</u>, <u>Each Orange Had 8 Slices</u>, and <u>Give Me Half</u>)</li> <li>• Show examples of equal and non-equal pieces</li> <li>• Use fraction manipulatives</li> <li>• Cooking - follow a recipe with; make a fruit salad &amp; have students slice fruits into equal parts</li> <li>• Computer programs such as Exploring Math Concepts</li> <li>• Write a fraction and read it daily using information gathered during morning activities:               <ul style="list-style-type: none"> <li>- morning message question</li> <li>- weather graph</li> <li>- attendance</li> </ul> </li> <li>• Pattern blocks - what blocks cover other blocks and how can you represent it using fractions?</li> <li>• Color set of objects to match given fraction and/or write fraction to identify shaded part of object</li> <li>• Have children form groups to match a given fraction</li> </ul> <p><b>*Use practice sheets (workbook, etc.) when students have demonstrated conceptual understanding</b></p>	<ul style="list-style-type: none"> <li>• Student math journals</li> <li>• Teacher observations</li> <li>• Individual assessments</li> <li>• Homework</li> <li>• Daily work</li> </ul>	

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<b>Probability</b>	1.3.1B 3.5.5 3.6.1 6.6.6 3.6.7	1. What do you think might happen?	<ul style="list-style-type: none"> <li>• List basic combinations or arrangements.</li> <li>• Understand that one can find out about a group of things by studying just a few of them.</li> <li>• Perform experiments with three or more likely outcomes.</li> <li>• Understand the use of language such as "one chance in three"</li> <li>• Concept of <i>combination</i> or <i>arrangement</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use pictures to show and/or written language to describe how they got answer</li> <li>• Utilize children's literature for motivation, introduction, and problem solving of skill/concepts (Ex. <u>A Three Hat Day</u>, <u>Jesse Bear</u>, <u>What Will You Wear?</u>, and <u>Purple, Orange, and Yellow</u>)</li> <li>• Problem of the Week or Day activities</li> <li>• Computer programs</li> <li>• Predict outcomes of coin tosses</li> <li>• Discuss fairness of games.</li> <li>• Make game spinners that could effect outcome</li> <li>• Record data from experiments, using spinners and colored tiles/cubes, and use the data to predict which of two events is more likely to occur if the experiment is repeated.</li> <li>• Blocks in a Bag - How many can you draw out to accurately predict the colors in the bag?</li> <li>• Dice games - what numbers are you likely to roll using 1 die, 2 dice?</li> <li>• Create own board games</li> </ul> <p><b>* Use practice sheets (workbook, etc.) when students have demonstrated conceptual understanding</b></p>	<ul style="list-style-type: none"> <li>• Student math journals</li> <li>• Teacher observations</li> <li>• Individual assessments</li> <li>• Homework</li> <li>• Daily work</li> </ul>	

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<b>Measurement, Time, Money, and Temperature</b>	3.5.2 3.6.1 3.6.2	<ol style="list-style-type: none"> <li>1. How do you measure length, height, and weight in standard and non-standard units?</li> <li>2. How do you read both digital and standard clock?</li> <li>3. What are the different U.S. coins and currency?</li> <li>4. How do you make different combinations of currency to equal same amount?</li> </ol>	<ul style="list-style-type: none"> <li>• Begin to understand that measurement is approximate and never exact.</li> <li>• Estimate &amp; measure length, height, volume, perimeter, &amp; area using standard and nonstandard units</li> <li>• Estimate and measure area using non-standard units.</li> <li>• Estimate and measure weight, length, and volume using English System.</li> <li>• Estimate and measure weight and length using Metric System.</li> <li>• Use a balance scale to determine weight/mass of objects</li> <li>• Tell time in hours, half-hours, quarter hours, and five minute intervals</li> <li>• Translate time between analog and digital clocks</li> <li>• Use a clock and/or calendar as a tool in solving problems.</li> <li>• Estimate and measure temperature using both Fahrenheit and Celsius Scales.</li> <li>• Skip count by 5's, 10's, and 25's from any point.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use pictures to show and/or written language to describe how they got answer</li> <li>• Utilize children's literature for motivation, introduction, and problem solving of skill/concepts (Ex. <u>How Big Is A Foot?</u>, <u>Alexander Who Used To Be Rich Last Sunday</u>, <u>Weight and Balance</u>, <u>Clocks and More Clocks</u> and <u>Inch by Inch</u>)</li> <li>• Tell students "It's 11:45, time to clean up" rather than just "It's clean-up time!"</li> <li>• Time and Money BINGO</li> <li>• Around the World using time and money flash cards</li> <li>• Computer software such as: It's About Time, Making Sense of Money.</li> <li>• Student-generated word problems</li> <li>• Money dice games</li> <li>• Activities using Judy clock - what time is gym? Library? Lunch?</li> <li>• Time children doing various activities</li> </ul>	<ul style="list-style-type: none"> <li>• Student math journals</li> <li>• Teacher observations</li> <li>• Individual assessments</li> <li>• Homework</li> <li>• Daily work</li> </ul>	

**MATH**  
**RHINEBECK PRIORITIZED CURRICULUM**  
**GRADE 2**

<i>TOPIC</i>	<i>STANDARDS/ KEY IDEAS/ BENCHMARKS</i>	<i>GUIDING QUESTIONS</i>	<i>ESSENTIAL KNOWLEDGE SKILLS</i>	<i>SUGGESTED CLASSROOM IDEAS</i>	<i>SUGGESTED ASSESSMENT IDEAS</i>	<i>TIME</i>
<b>Measurement, Time, Money, &amp; Temperature</b> (cont.)			<ul style="list-style-type: none"> <li>• Recognize dollars and cents notation to \$10</li> <li>• Count different amounts of coins, using pennies, nickels, dimes, quarters, and half-dollars</li> <li>• Make change for amounts of money up to \$1.00</li> </ul>	<ul style="list-style-type: none"> <li>• School or classroom store</li> <li>• Plan a class party with a budget and manage time</li> <li>• Estimate &amp; weigh objects, using ounces &amp; pounds</li> <li>• Use meter and centimeter, for measuring length &amp; compare to inches, and feet.</li> <li>• Investigate various numerical problems that arise in school</li> <li>• Make quantitative estimates of familiar lengths, widths, and time intervals and check them against measurements.</li> <li>• Set timer to go off at different times of day, students record time and what they were doing</li> <li>• Estimate 30 seconds, one minute, etc.</li> <li>• Keep log over weekend of activities and times</li> <li>• Measurement activities in <u>Math Their Way</u> pp. 114-139 and <u>Summary Newsletter</u> pp. 7.1-7.19</li> </ul> <p><b>*Use practice sheets (workbook, etc.) when students have demonstrated conceptual understanding</b></p>		

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<b>Concepts of Multiplication and Division</b>	3.2.2 3.3.2	1. What is multiplication? 2. What is division?	<ul style="list-style-type: none"> <li>• Relate repeated addition to multiplication.</li> <li>• Develop an awareness of multiplication as a way to of determining how many are needed of something for each student to have a given amount.</li> <li>• Develop an awareness of division as a process for finding the number of equivalent subsets in a given set.</li> <li>• Develop an awareness of division as a process of sharing cookies, crayons, and making teams, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use pictures to show and/or written language to describe how they got answer</li> <li>• Utilize children's literature for motivation, introduction, and problem solving of skill/concepts (Ex. <u>Bunches and Bunches of Bunnies</u>, <u>The Doorbell Rang</u>)</li> <li>• Share cookies, crayons, etc. as it comes up in classroom activities.</li> <li>• Determine how many are needed of something for each student to have a given amount (Ex. At snack time or for party treats)</li> <li>• Use manipulatives to relate division to repeated subtraction.</li> <li>• Use manipulatives to explore multiplication as equal rows of, groups of, sets of, etc.</li> <li>• Beginning multiplication activities from <u>Developing Number Concepts Using Unifix Cubes</u> pp. 180-194</li> <li>• Beginning division activities from <u>Developing Number Concepts Using Unifix Cubes</u> pp. 195- 207</li> <li>• Readiness activities with rectangular arrays of objects</li> <li>• Connect the written symbols to manipulatives for division &amp; multiplication problems</li> <li>• <b>*Use practice sheets (workbook, etc.) when students have demonstrated conceptual understanding</b></li> </ul>	<ul style="list-style-type: none"> <li>• Student math journals</li> <li>• Teacher observations</li> <li>• Individual assessments</li> <li>• Homework</li> <li>• Daily work</li> </ul>	

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<b>Geometry</b>	3.4.1 3.4.3 3.7.7	<ol style="list-style-type: none"> <li>1. What is symmetry?</li> <li>2. What is a 3D shape?</li> <li>3. What is a congruent shape?</li> <li>4. What geometric shapes, letters, words, numbers, etc. are symmetrical?</li> <li>5. Where would you find geometry shapes in your every day world?</li> </ol>	<ul style="list-style-type: none"> <li>• Identify and reproduce congruent &amp; non-congruent shapes</li> <li>• Recognize bilateral symmetry</li> <li>• Use terms such as: <i>sides</i> and <i>angles</i></li> <li>• Describe attributes of circles, squares, rectangles, triangles, and hexagons</li> <li>• Describe the attributes of two dimensional and three dimensional shapes.</li> <li>• Recognize and name 3-dimensional shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Students use pictures to show and/or written language to describe how they got answer</li> <li>• Utilize children's literature for motivation, introduction, and problem solving of skill/concepts (Ex. <u>Grandfather Tang's Story</u>, <u>Three Pigs, One Wolf, and Seven Magic Shapes</u>, <u>The Greedy Triangle</u>, <u>The Maid</u>, <u>The Mouse and the Old-Shaped House</u>)</li> <li>• Examine bilateral symmetry by paper folding (ex. Fold a piece of paper in half, draw a chalk picture on half of the picture then fold the paper - view what happened)</li> <li>• Mirror activities - use mirrors to explore lines of symmetry with magazine pictures, letter cards &amp; no. cards</li> <li>• Identify symmetry in nature, art and music.</li> <li>• Symmetry activities from <u>Math Their Way Summary Newsletter</u> pp. 9.7-9.9</li> <li>• Go on a 3-D hunt</li> <li>• Make geometric pictures and designs, using geometric shapes.</li> <li>• Make designs, using congruent and non-congruent shapes.</li> <li>• Geometric Hunt - have students hunt for "real-life" objects with geometric shapes</li> <li>• Pattern block activities</li> <li>• Computer programs such as <u>Patterns and Shapes</u>, <u>Reflecting on Patterns</u></li> </ul> <p><b>*Use practice sheets (workbook, etc.) when students have demonstrated conceptual understanding</b></p>	<ul style="list-style-type: none"> <li>• Student math journals</li> <li>• Teacher observations</li> <li>• Individual assessments</li> <li>• Homework</li> <li>• Daily work</li> </ul>	

Related Topics: Common Core for Grade 2 Common Core Lesson Plans and Worksheets. Looking for songs, videos, games, activities and worksheets that are suitable for Grade 2 Math and English? In this collection of lessons, we will learn phonics, grammar, numbers, addition, subtraction, mixed operations, multiplication, fractions, money, time, data & graphs, measurement, geometry and probability. Grade 2 Popular Topics. Phonics. Numbers. Titanium Grade 2 is a pure titanium offering an excellent balance of strength and ductility. The material has good toughness and is readily weldable. It is corrosion resistant in highly oxidizing and mildly reducing environments, castable and often utilized in cast valves and fittings. Stock program. Bars: ASTM B 348, ASTM f 67, iso 5832-2. Strip/Sheets/Plates: ASTM B 265, ASTM f 67, iso 5832-2. Pipes/Tubes: ASTM B 338, ASTM B 861 oder ASTM B 862. Bars. Standard lengths of 2000 mm up to 6000 mm. Here is a list of all of the maths skills students learn in grade 2! These skills are organised into categories, and you can move your mouse over any skill name to preview the skill. To start practising, just click on any link. IXL will track your score, and the questions will automatically increase in difficulty as you improve! Here is a list of all of the maths skills students learn in grade 2! To start practising, just click on any link. Counting and number patterns. A.1. Skip-counting. A.2. Skip-counting sequences. A.3. Second grade students can learn concepts for their subjects with the help of videos and animations, unlimited practice questions, tests & with downloadable worksheets.Â Grade 2. Access to unlimited practice questions. Learn with videos and animations. Get downloadable worksheets with solutions. Select a Subject to view List of Topics. Trending Topics for Grade 2. Math. Measuring Capacities of Containers. Grade 2 (band). Quite the same Wikipedia. Just better.Â Grade 2 is an English band from Ryde on the Isle of Wight. Their music is described as a classic punk sound, which tends towards an Oi! style, and features lyrics about everyday problems.[1][2]. YouTube Encyclopedic. 1/3.