

2nd Grade - Chapter 1 - Apply Addition & Subtraction Concepts

Operations and Algebraic Thinking

19 days

September 2 to September 26

September 1 HOLIDAY	September 2 Welcome Back to School	September 4 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 1-10	September 4 Lesson 1 Addition Properties Pg 11-16	September 5 Lesson 2 Count On to Add Pg 17-22
September 8 Lesson 3 Doubles and Near Doubles Pg 23-28	September 9 Lesson 4 Make a 10 Pg 29-34	September 10 District Summative Assessment SA-2-F	September 11 Lesson 5 Add Three Numbers Pg 35-40	September 12 Lesson 6 Problem Solving: Write a Number Sentence Pg 41-46
September 15 Check My Progress Pg 47-48	September 16 Lesson 7 Count Back to Subtract Pg 49-54	September 17 Lesson 8 Subtract All and Subtract Zero Pg 55-60	September 18 Lesson 9 Use Doubles to Subtract Pg 61-66	September 19 Check My Progress Lesson 10 Relate Addition and Subtraction Pg 67-74
September 22 Lesson 11 Missing Addends Pg 75-80	September 23 Lesson 12 Fact Families Pg 81-86	September 24 Lesson 13 Two-Step Word Problems Pg 87-92	September 25 Review and Reflect Pg 93-98	September 26 CA-2-1

Common Core State Standards

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Numbers and Operations in Base Ten

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

Chapter 1 - Vocabulary

add
addend
sum
count on
doubles
near doubles
count back
subtract
difference
related facts
missing addend
fact family

What Students Should Be Able To Do

- ☆Use addition and subtraction properties to find the answer to common problems.
- ☆Use a number line as a tool when adding or subtracting.
- ☆Use doubles when finding the sum or difference.
- ☆Group 2 or more addends differently to make the same sum.
- ☆Use related facts to write fact families.
- ☆Solve word problems that involve two steps.

IXL Alignment

2ND GRADE

E.1, E.2, E.3, E.4, E.5, E.6, E.7, E.8, E.9, E.10, E.11, E.12, E.13, E.14, F.1, F.2, F.3, F.4, F.5, F.6, F.7, F.8, F.9, F.10, F.11, F.12, K.1, K.2, K.3, L.1, L.2, L.3, L.4, L.5, L.11

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically.
- 6) Attend to precision. *
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning.

Potential Parent Support

Go to the link <http://www.coolmath-games.com/1-number-games-addition-subtraction.html> and play the addition and subtraction games. Encourage having fun while learning math.

2nd Grade - Chapter 2 - Number Patterns

Operations and Algebraic Thinking

12 days

September 29 to October 14

<p>September 29 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 99-106</p>	<p>September 30 Lesson 1 Skip Count on a Hundred Chart Pg 107-112</p>	<p>October 1 Lesson 2 Skip Count by 2's, 5's and 10's Pg 113-118</p>	<p>October 2 Lesson 3 Problem Solving: Find a Pattern Pg 119-124</p>	<p>October 3 Check My Progress Pg 125-126</p>
<p>October 6 Lesson 4 Repeated Addition Pg 127-132</p>	<p>October 7 Lesson 5 Repeated Addition with Arrays Pg 133-138</p>	<p>October 8 Lesson 6 Even and Odd Numbers Pg 139-144</p>	<p>October 9 Lesson 7 Sums of Equal Numbers Pg 145-150</p>	<p>October 10 INSERVICE DAY</p>
<p>October 13 Review and Reflect Pg 151-156</p>	<p>October 14 CA-2-2</p>			

Common Core State Standards

Operations and Algebraic Thinking
Represent and solve problems involving addition and subtraction.
1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Add and subtract within 20.
2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.
3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Numbers and Operations in Base Ten
Understand place value.
2. Count within 1000; skip-count by 5s, 10s, and 100s.

Chapter 2 - Vocabulary

skip count
equal groups
repeated addition
array
even
odd

What Students Should Be Able To Do

- ☆Use patterns to skip count.
- ☆Find a pattern to solve problems.
- ☆Use repeated addition to add equal groups.
- ☆Use arrays with repeated addition.
- ☆Find even and odd numbers in number patterns.
- ☆Find sums of equal numbers.

IXL Alignment

2ND GRADE
A.1, A.2, A.3, A.4, A.5, A.6, A.7, A.8, A.9, A.10, A.11, A.12, D.1, D.2, D.3, O.1
BONUS = C.1, C.2, C.3, C.4, C.5, C.6

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning.

Potential Parent Support

Skip count with your child whenever possible. For example let's count by 2's to 22. Then take turns saying 2, 4, 6, 8, 10, ... Other examples count by 1's, count by 2's, count by 5's and count by 10's.

2nd Grade - Chapter 3 - Add Two-Digit Numbers

Operations and Algebraic Thinking

11 days

October 16 to October 29

		October 15 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 157-164	October 16 Lesson 1 Take Apart Tens to Add Pg 165-170	October 17 Lesson 2 Regroup Ones As Tens Pg 171-176
October 20 Lesson 3 Add to a Two-Digit Number Pg 177-182	October 21 Check My Progress Pg 183-184	October 22 Lesson 4 Add Two-Digit Numbers Pg 185-190	October 23 Lesson 5 Rewrite Two-Digit Addition Pg 191-196	October 24 Lesson 6 Add Three or Four Two-Digit Numbers Pg 197-202
October 27 Lesson 7 Problem Solving: Make a Model Pg 203-208	October 28 Review and Reflect Pg 209-214	October 29 CA-2-3		

Common Core State Standards

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Numbers and Operations in Base Ten

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

Chapter 3 - Vocabulary

regroup

What Students Should Be Able To Do

- ☆Take apart an addend to make a ten to add.
- ☆Use models to regroup ones as tens to add.
- ☆Add one-digit numbers and two-digit numbers.
- ☆Add two or more two-digit numbers.
- ☆Rewrite horizontal addition problems vertically to add.

IXL Alignment

2ND GRADE

G.1, G.2, G.3, G.4, G.5, G.6, G.7, G.8, G.9, G.10, G.11, G.12, G.13, G.14, L.6, L.7, L.8, L.9, L.10

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning. *

Potential Parent Support

Purchase flash cards and practice basic addition facts. Digital flashcards are available at <http://www.factmonster.com/math/flashcards.html>.

2nd Grade - Chapter 6 - Add Three-Digit Numbers

Numbers and Operations in Base Ten

14 days

October 30 to November 20

			October 30 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 343-350	October 31 Lesson 1 Make a Hundred to Add Pg 351-356
November 3 Lesson 2 Add Hundreds Pg 357-362	November 4 Lesson 3 Mentally Add 10 or 100 Pg 363-368	November 5 Check My Progress Pg 369-370	November 6 Lesson 4 Regroup Ones to Add Pg 371-376	November 7 Lesson 5 Regroup Tens to Add Pg 377-382
November 10 TEACHER INSERVICE	November 11 HOLIDAY	November 12 Lesson 6 Add Three-Digit Numbers Pg 383-388	November 13 Lesson 7 Rewrite Three-Digit Addition Pg 389-394	November 14 Lesson 8 Problem Solving: Guess, Check and Revise Pg 395-400
November 17 Catch Up Day	November 18 Catch Up Day	November 19 Review and Reflect Pg 401-404	November 20 CA-2-6	

Common Core State Standards

Numbers and Operations in Base Ten

Use place value understanding and properties of operations to add and subtract.

7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

Chapter 6 - Vocabulary

ones - REVIEW
tens - REVIEW
hundreds - REVIEW
regroup - REVIEW
sum - REVIEW

What Students Should Be Able To Do

- ☆Add numbers in the hundreds.
- ☆Add 10 or 100 to a three-digit number mentally.
- ☆Regroup ones and/or tens when adding three-digit numbers.
- ☆Rewrite horizontal addition problems vertically to add.

IXL Alignment

2ND GRADE

I.1, I.2, I.3, I.4, I.5, I.6, I.7

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision.
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning. *

Potential Parent Support

Write addition and subtraction problems for your child and have them do one per night. Please make sure that they are using 3-digit numbers. For example, What is $126 + 637$?

2nd Grade - Chapter 4 - Subtract Two-Digit Numbers

Operations and Algebraic Thinking

16 days

November 21 to December 19

				November 21 Preteach Chapter 4 OR Catch Up Day
December 1 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 215-222	December 2 Lesson 1 Two-Digit Fact Families Pg 223-228	December 3 Lesson 2 Take Apart Tens to Subtract Pg 229-234	December 4 Lesson 3 Regroup a Ten as Ones Pg 235-240	December 5 Lesson 4 Subtract From a Two-Digit Number Pg 241-246
December 8 Check My Progress Pg 247-248	December 9 Lesson 5 Subtract Two-Digit Numbers Pg 249-254	December 10 Lesson 6 Rewrite Two-Digit Subtraction Pg 255-260	December 11 Lesson 7 Check Subtraction Pg 261-266	December 12 Lesson 8 Problem Solving: Write a Number Sentence Pg 267-272
December 15 Lesson 9 Two-Step Word Problems Pg 273-278	December 16 Catch Up Day	December 17 Review and Reflect Pg 279-284	December 18 CA-2-4	December 19 MERRY CHRISTMAS!!

Common Core State Standards

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Numbers and Operations in Base Ten

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

Chapter 4 - Vocabulary

NONE

What Students Should Be Able To Do

- ☆Use related facts to make two-digit fact families.
- ☆Take apart numbers to make a ten to subtract.
- ☆Subtract one-digit numbers from two-digit numbers.
- ☆Subtract two-digit numbers.
- ☆Rewrite a horizontal subtraction vertically before subtracting.

IXL Alignment

2ND GRADE

H.1, H.2, H.3, H.4, H.5, H.6, H.7, H.8, H.9, H.10, H.11, H.12, L.6, L.7, L.8, L.9, L.10

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision.
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning. *

Potential Parent Support

Purchase flash cards and practice basic subtraction facts. Digital flashcards are available at <http://www.factmonster.com/math/flashcards.html>.

2nd Grade - Chapter 7 - Subtract Three-Digit Numbers

Numbers and Operations in Base Ten

15 days

January 5 to January 23

January 5 WORK DAY	January 6 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 405-412	January 7 Lesson 1 Take Apart Hundreds to Subtract Pg 413-418	January 8 Lesson 2 Subtract Hundreds Pg 419-424	January 9 Lesson 3 Mentally Subtract 10 or 100 Pg 425-430
January 12 Check My Progress Pg 431-432	January 13 Lesson 4 Regroup Tens Pg 433-438	January 14 Lesson 5 Regroup Hundreds Pg 439-444	January 15 Lesson 6 Subtract Three-Digit Numbers Pg 445-450	January 16 Lesson 7 Rewrite Three-Digit Subtraction Pg 451-456
January 19 HOLIDAY	January 20 Lesson 8 Problem Solving: Write a Number Sentence Pg 457-462	January 21 Lesson 9 Subtract Across Zeros Pg 463-468	January 22 Review and Reflect Pg 469-472	January 23 CA-2-7

Common Core State Standards

Numbers and Operations in Base Ten

Use place value understanding and properties of operations to add and subtract.

7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

Chapter 7 - Vocabulary

ones - REVIEW
tens - REVIEW
hundreds - REVIEW
regroup - REVIEW
subtract - REVIEW

What Students Should Be Able To Do

- ☆Subtract numbers in the hundreds.
- ☆Subtract 10 or 100 from a three-digit number mentally.
- ☆Regroup ones and/or tens when subtracting three-digit numbers.
- ☆Rewrite horizontal subtraction problems vertically to add.
- ☆Subtract from numbers ending in zero.

IXL Alignment

2ND GRADE

J.1, J.2, J.3, J.4, J.5, J.6, J.7

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision.
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning. *

Potential Parent Support

Write addition and subtraction problems for your child and have them do one per night. Please make sure that they are using 3-digit numbers. For example, What is 873 - 628?

2nd Grade - Chapter 5 - Place Value to 1,000

Numbers and Operations in Base Ten

15 days

January 26 to February 13

<p>January 26 Performance Task 1 Class Picnic <i>*Lesson Plan, Task & Rubric are on the wiki</i></p>	<p>January 27 Performance Task 1 Class Picnic <i>*Lesson Plan, Task & Rubric are on the wiki</i></p>	<p>January 28 Review Day</p>	<p>January 29 Am I Ready? Video Introduction My Math Words Foldables Activity <i>Pg 285-294</i></p>	<p>January 30 Lesson 1 Hundreds <i>Pg 295-300</i></p>
<p>February 2 Lesson 2 Hundreds, Tens and Ones <i>Pg 301-306</i></p>	<p>February 3 Lesson 3 Place Value to 1,000 <i>Pg 307-312</i></p>	<p>February 4 Check My Progress <i>Pg 313-314</i></p>	<p>February 5 Lesson 4 Problem Solving: Use Logical Reasoning <i>Pg 315-320</i></p>	<p>February 6 Lesson 5 Read and Write Numbers to 1,000 <i>Pg 321-326</i></p>
<p>February 9 Lesson 6 Count by 5's, 10's and 100's <i>Pg 327-332</i></p>	<p>February 10 Lesson 7 Compare Numbers to 1,000 <i>Pg 333-338</i></p>	<p>February 11 Review Day</p>	<p>February 12 Review and Reflect <i>Pg 339-342</i></p>	<p>February 13 CA-2-5</p>

Common Core State Standards

Numbers and Operations in Base Ten

Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens — called a "hundred."
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2. Count within 1000; skip-count by 5s, 10s, and 100s.

3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

Chapter 5 - Vocabulary

hundreds
place value
digit
expanded form
thousand
compare
greater than
less than
equal to

What Students Should Be Able To Do

- ☆Read and write numbers to 1000.
- ☆Write numbers to 1000 in expanded form.
- ☆Use models and tools to represent numbers to 1000.
- ☆Find counting patterns.
- ☆Compare three-digit numbers using $<$, $>$ and $=$.

IXL Alignment

2ND GRADE

B.1, B.2, B.3, B.4, B.5, B.6, B.7, M.1, M.2, M.3, M.4, M.5, M.6, M.7, M.8, M.9, M.10, M.11, M.12, M.13, M.14, M.15

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision.
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning.

Potential Parent Support

For a treat every night after dinner have your child create numbers using candy. For example yellow skittles are 1's, red skittles are 10's, purple skittles are 100's, etc. Have them create 421, which would be 4 purple skittles, 2 red skittles and 1 yellow skittle. Then enjoy the skittles that were used to create the number. YUM!

2nd Grade - Chapter 8 - Money

Measurement and Data

10 days

February 16 to February 27

February 16 HOLIDAY	February 17 Am I Ready? Video Introduction My Math Words Foldables Activity <i>Pg 473-482</i>	February 18 Lesson 1 Pennies, Nickels and Dimes <i>Pg 483-488</i>	February 19 Lesson 2 Quarters <i>Pg 489-494</i>	February 20 Lesson 3 Count Coins <i>Pg 495-500</i>
February 23 Check My Progress <i>Pg 501-502</i>	February 24 Lesson 4 Problem Solving: Act It Out <i>Pg 503-508</i>	February 25 Lesson 5 Dollars <i>Pg 509-514</i>	February 26 Review and Reflect <i>Pg 515-518</i>	February 27 CA-2-8

Common Core State Standards

Measurement and Data

Work with time and money.

8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Chapter 8 - Vocabulary

penny
cent
nickel
dime
quarter
dollar (\$)

What Students Should Be Able To Do

- ☆Count to find the value of pennies, nickels, dimes and quarters.
- ☆Skip count and count on to determine the value of a collection of coins.
- ☆Use different groups of coins to make one dollar.

IXL Alignment

2ND GRADE

P.1, P.2, P.3, P.4, P.5, P.6, P.7, P.8, P.9, P.10, P.11, P.12, P.13, P.14, P.15

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision.
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.

Potential Parent Support

Whenever making purchases at the grocery store, have your child go through the line and make a small purchase where they have to find the correct change from a collection of change.

2nd Grade - Chapter 9 - Data Analysis

Measurement and Data

15 days

March 2 to March 20

<p>March 2 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 519-528</p>	<p>March 3 Lesson 1 Take A Survey Pg 529-534</p>	<p>March 4 GRADING DAY</p>	<p>March 5 CONFERENCES</p>	<p>March 6 CONFERENCES</p>
<p>March 9 Lesson 2 Make Picture Graphs Pg 535-540</p>	<p>March 10 Lesson 3 Analyze Picture Graphs Pg 541-546</p>	<p>March 11 Check My Progress Pg 547-548</p>	<p>March 12 Lesson 4 Make Bar Graphs Pg 549-554</p>	<p>March 13 Lesson 5 Analyze Bar Graphs Pg 555-560</p>
<p>March 16 Lesson 6 Problem Solving: Make a Table Pg 561-566</p>	<p>March 17 Lesson 7 Make Line Plots Pg 567-572</p>	<p>March 18 Lesson 8 Analyze Line Plots Pg 573-578</p>	<p>March 19 Review and Reflect Pg 579-582</p>	<p>March 20 CA-2-9</p>
<p>Spring Break!</p>				

Common Core State Standards

Measurement and Data

Represent and interpret data.

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Chapter 9 - Vocabulary

data
survey
tally marks
picture graph
symbol
bar graph
line plot

What Students Should Be Able To Do

- ☆Take a survey and organize data using tally marks.
- ☆Use data to create picture graphs, bar graphs and line plots.
- ☆Analyze data on picture graphs, bar graphs and line plots.

IXL Alignment

2ND GRADE

R.1, R.2, R.3, R.4, R.5, R.6, R.7, R.8, R.9

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision.
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning.

Potential Parent Support

Have your child survey all members of the family about something that they do that requires a numerical response and with this data create a bar graph. For example, How many pieces of pizza can you eat?