

Instructional Vocabulary

Grade 2 Math

Unit 1: Number Relationships

- **Fact families** – a set of related addition and subtraction facts
- **Recall of facts** – one can give a quick response without resorting to a non-efficient method, such as counting fingers

Unit 2: Quick Retrieval Using Problem Situations

- **Context** – the story scenario that provides clarity to the model, process, and/or operation needed to solve the situation

Unit 3: Numeration

- **10-long** – a base-ten block that represents a value of 10
- **100-flat** – a base-ten block that represents a value of 100 units or ten 10-longs
- **Comparative statement** – a statement that describes whether numbers are equal to, less than, or greater than each other
- **Digit** – any numeral from 0 – 9
- **Equal to** – a symbol (=) used to compare two numbers, with the same value
- **Expanded notation** – the representation of a number using place value (e.g., 789 is 7 groups of 100, 8 groups of 10, and 9 ones or $700 + 80 + 9$)
- **Greater than** – a symbol (>) used to compare two numbers, with the number of greater value given first
- **Less than** – a symbol (<)
- **Place value** – the value of a digit as determined by its location in a number
- **Quantity** – the number or amount represented in a set
- **Standard form** – a way of writing numbers using digits (e.g., 789)
- **Unit** – a base-ten block that represents 1
- **Unitize** – the foundation of our base-ten system which involves counting and grouping of 1s to 10s and 10s to 100s

Unit 4: Number Lines

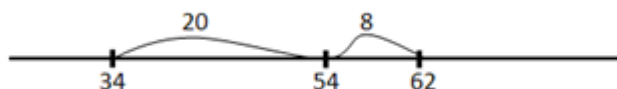
- **Degrees Fahrenheit** – is the customary unit of measure for temperature
- **Intervals** – incremental markings on a number line that may or may include points
- **Number line** – a line on which points are indicated by tick marks and represent a specific value
- **Point** – a specific location on a number line representing a value

Unit 5: Data Representations

- **Bar-type graph** – a graph where each bar is divided into individual cells to demonstrate one-to-one correspondence for each piece of data
- **Picture graph** – a graph composed of pictures where each picture represents one unit of data

Unit 6: Multi-Digit Addition and Subtraction - Concrete

- **Composing numbers** – using number sense to combine numbers together for easy computations
- **Decomposing numbers** – using number sense to break numbers apart for easy computations
- **Direct modeling** – the use of objects, manipulatives, and/or illustrations to represent directly the solving process of a problem
- **Open number line** – a number line representation that may or may not use equivalent intervals to demonstrate a solution process for an equation or mathematical problem (e.g., for the number sentence $34 + 28$, an open number line could represent a solution strategy of decomposing the second number into tens and one, then adding the tens onto the first number, and then add the ones. See example below).

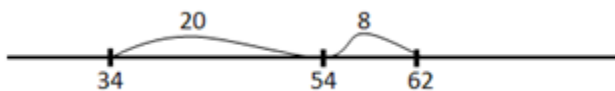


Unit 7: Collection of Coins

- **Cent “¢”** – a symbol used to identify that the total is less than a dollar and represented in coins

Unit 8: Multi-Digit Addition and Subtraction – Flexible Methods

- **Aggregation** – the process of adding the ones units from one addend to the other addend, and then to that sum, add the remaining multiple of tens to that total (e.g., $37 + 34$, in this case, the 4 ones from 34 can be added to 37, $37 + 4 = 41$, and then to that total add the remaining multiple of tens, so, $41 + 30 = 71$)
- **Compensation** – the process of adding a specific amount to one addend in order to make that addend a multiple of ten and subtracting that same specific amount from the total (e.g., $37 + 34$, 3 can be added to 37 to make 40, $40 + 34 = 74$, and then 3 is subtracted to compensate for the 3 added, so, $74 - 3 = 71$)
- **Leveling** – the process of adding a specific amount to one addend in order to make that addend a multiple of ten and subtracting that same specific amount from the other addend to find the total (e.g., $37 + 34$, make one addend a multiple of ten, so in this case, 3 is added to 37 and then you level the other addend by subtracting 3 from 34, so, $40 + 31 = 71$)
- **Open number line** – a number line representation that may or may not use equivalent intervals to demonstrate a solution process for an equation or mathematical problem (e.g., for the number sentence $34 + 28$, an open number line could represent a solution strategy of decomposing the second number into tens and one, then adding the tens onto the first number, and then add the ones. See example below)



- **Partial sums** – addends that are separated into parts (tens and ones). Each part is combined separately, and then the sums of the parts are combined for the total sum (e.g., $46 + 25$ is divided into $40 + 20$ and $6 + 5$, then their combined sums of 60 and 11 are combined for a total sum of 71)

Unit 9: Geometry

- **Attribute** – describes how one or more things are alike or different

- **Curved surface** – a surface with no edges
- **Edge** – the line segment where two faces meet on a three-dimensional figure
- **Face** – a flat surface in the shape of a two-dimensional figure
- **Polygon** – a flat, closed figure that has three or more straight sides
- **Side** – a line segment of a two-dimensional figure
- **Three-dimensional figure** – a solid figure
- **Two-dimensional figure** – a flat figure
- **Vertex (vertices)** – a point or corner where two sides meet

Unit 10: Multi-Digit Addition and Subtraction – Standard Methods

- **Open number line** – a number line representation that may or may not use equivalent intervals to demonstrate a solution process for an equation or mathematical problem (e.g., For the number sentence $34 + 28$, an open number line could represent a solution strategy of decomposing the second number into tens and one, then adding the tens onto the first number, and then add the ones).

Unit 11: Multiplication and Division Situations

- **None Identified**

Unit 12: Patterns and Relationships

- **Additive pattern** – a pattern that has a rule that allows the pattern to change in a predictable manner (e.g., AB, ABC, ABCD [adds the next letter in the alphabet]; 2,4,6,8 [adds 2 to each value])
- **Repeating pattern** – a pattern where the core repeats (e.g., AB, AB, AB, etc.)

Unit 13: Fractions and Probability

- **Certain event** – an event that will always happen
- **Equally likely** – the same chance of happening
- **Fractional parts of a set** – a part of a group or set of objects
- **Fractional parts of a whole** – fair shares or equal parts of a whole
- **Impossible event** – an event that will never happen
- **Less likely** – not expected to happen or a small chance to be true
- **More likely** – expected to happen or believed to be true

Unit 14: Measurement: Linear

- **Certain event** – an event that will always happen
- **Impossible event** – an event that will never happen
- **Fractional parts of a set** – a part of a group or set of objects
- **Fractional parts of a whole** – fair shares or equal parts of a whole

Unit 15: Multi-Digit Addition and Subtraction Operations

- **None identified**

Unit 16: Applying fractions, coins, time and temperature to real-life situations

- **None identified**

Unit 17: Measurement, Area, Capacity, and Weight/Mass

- **Area** – the amount of surface that is contained within a boundary
- **Capacity** – the maximum amount a container will hold
- **Estimate** – to make a well-informed guess
- **Standard unit** – a unit of measure that has been defined by a recognized authority, such as a government or standards organization. For example, *inches*, *meters*, *seconds*, *liters*, *pounds*, and *grams* are all standard units of measure.
- **Unit of Measure** – the object or unit used to measure an attribute (e.g., 14 color tiles, 14 cm cubes)