

# Curriculum Parent Overview (Grade 2)

## MATHEMATICS

### UNIT #1 COINS, NUMBER STRINGS, AND STORY PROBLEMS (ADDITION, SUBTRACTION, AND THE NUMBER SYSTEM 1)

#### CONTENT FOCUS:

Students encounter math tools they will use all year and are introduced to classroom routines that support work and provide review and practice in number, data, and geometry. Students will be adding and subtracting within 20 and using known facts to solve problems. Students compare two quantities as they solve problems, work with coin equivalencies, and count in groups of 2, 5, and 10. Students solve addition and subtraction story problems with unknown toals and results.

#### UNIT FOCUS:

- Understanding and extending the counting sequence: Students use the number line to explore the relationship of numbers, count objects up to 100, try counting in more than one way, and count, write, and read numbers to 100 and beyond. Students develop understanding of the 100 chart. Students recognize coins and the dollar bill and their values. Students count by 2s, 5s, and 10s.
- Fluency within 20: Students will develop and analyze visual images of quantities up to 10, develop fluency with addition and subtraction within 20, and name and compare strategies for addition and subtraction with single-digit numbers. Consider whether the order matters in addition, using known facts when they can.
- Understanding, representing, and solving problems involving addition and subtraction: Students use standard notation ( $<$ ,  $>$ ) to express the relationships between two quantities, use standard notation ( $+$ ,  $-$ ,  $=$ ) to record expressions, share strategies for solving addition problems, and solve comparison story problems with the difference unknown. Students will use numbers, pictures, words, and/or notation to represent a solution to a problem.
- Understanding place value: Students will develop vocabulary to name and describe 2-D shapes, use combinations to fill a region, examine equivalencies among shapes. Students will name, note, and tell time to the hour using both analog and digital clocks. Students will collect, count, represent, and compare data.

#### MATHEMATICAL PRACTICES:

MP1: Make sense of problems and persevere in solving them.

MP8: Look for and express regularity in repeated reasoning.

#### CONNECTIONS TO PREVIOUS CONTENT:

This unit builds on all of the kindergarten and Grade 1 number units, which focused in large part on counting, composing, and decomposing numbers, fluency with single-digit computation within 10, and on representing and solving a variety of types of addition and subtraction problems. It also builds on the foundational work in those grades with place value. Specifically that ten ones make one ten; that the teens numbers are composed of one ten and some number of ones; that multiples of 10 can be made with groups of ten; and that the 2 digits of a 2-digit number represent amounts of tens and ones.

#### CONNECTIONS TO FUTURE CONTENT:

Students apply their growing knowledge of numbers, quantities, and the operations of addition and subtraction in all of the units in the Grade 2 sequence. In unit 3, the next number unit, students encounter a base-10 context - a story that sells stickers singly, in strips of 10, or in sheets of 100 - and use it to examine the composition of 2- and 3-digit numbers and to represent and solve addition and subtraction problems. They continue to work with the operations of addition and subtraction as they play games that involve getting to 100 (or a dollar), and as they solve put together/take apart story problems with one or both addends unknown, and story problems that involve an unknown change or an unknown start. They extend the counting sequence to 500, thinking about how to count, read, write, and compare numbers to 500. Fluency with addition and subtraction facts within 20 is part of the work of every unit in Grade 2.

**MATH AT HOME:**

- Play any of the following games with your child on Savvas Site after it has been introduced in the classroom:
  - Do We Have 100?
  - Five-in-a-Row with Four Cards
  - How Many Pockets?
  - Five-in-a-Row: Subtraction with Three Cubes
  - Collect 50 Cents
- Review the Math Words and Ideas videos for this unit on Savvas Site