Academic Vocabulary

CONTENT BUILDER FOR THE PLC

MATH
GRADE 2

Representation and Comparison of Whole Numbers

2.2 **Number and operations.** The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.

2.7 **Algebraic reasoning.** The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.

		important words for concept development		
subcluster	standards	new to grade level	previously introduced	
Representation	2.2(A), 2.2(B), 2.7(A)	even odd thousands	expanded form hundreds ones place value	standard form tens word form
Comparison	2.2(C), 2.2(D), 2.2(E), 2.2(F), 2.7(B)	100 less 100 more	> (greater than) < (less than) = (equal to) 10 less 10 more	greatest to least inequality least to greatest place value

Fractions

2.3 **Number and operations.** The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole.

		important words for concept development	
subcluster	standards	new to grade level	previously introduced
Fractions	2.3(A), 2.3(B), 2.3(C), 2.3(D)	eighths fraction fractional parts	equal parts/equal shares fourths halves whole

Whole Number Operations

2.4 **Number and operations.** The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy.

2.5 **Number and operations.** The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions.

2.6 **Number and operations.** The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares.

2.7 **Algebraic reasoning.** The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.

		important words for concept development		
subcluster	**standards**	**new to grade level**	**previously introduced**	
Addition/ Subtraction	2.4(A), 2.4(B), 2.4(C), 2.4(D), 2.7(C)		addition comparing difference distance fact family joining	number sentence/equation separating subtraction sum unknown value
Money	2.5(A), 2.5(B)	dollar	cent symbol decimal point dime dollar sign nickel	penny quarter
Contextual Multiplication/ Division	2.6(A), 2.6(B)	equal groups/sets repeated addition repeated subtraction		

Geometry

2.8 **Geometry and measurement.** The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.

		important words for concept development		
subcluster	standards	new to grade level	previously introduced	
Two-Dimensional	2.8(A), 2.8(C), 2.8(D), 2.8(E)	octagon parallelogram pentagon polygon trapezoid	circle hexagon rectangle rhombus shape/figure side	square (as a special rectangle) triangle two-dimensional vertex/vertices
Three-Dimensional	2.8(B), 2.8(D)	base congruent	cone cube (as a special rectangular prism) cylinder edge face rectangular prism	solid sphere three-dimensional triangular prism vertex/vertices

Measurement

2.9 **Geometry and measurement.** The student applies mathematical process standards to select and use units to describe length, area, and time.

		important words for concept development	
subcluster	standards	new to grade level	previously introduced
Length	2.9(A), 2.9(B), 2.9(C), 2.9(D), 2.9(E)	measuring tape meter stick ruler standard unit of length (feet/inch/centimeter/ decimeter/meter/yard) yardstick	estimation language (about, a little more/less than, close to, approximately) length
Area	2.9(F)	area square unit	estimation language (about, a little more/less than, close to, approximately)
Time	2.9(G)	a.m. p.m. quarter after/quarter past quarter to/quarter 'til	estimation language (about, a little more/less than, close to, approximately) half past hour minute

Data Analysis

2.10 **Data analysis.** The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.

		important words for concept development	
subcluster	standards	new to grade level	previously introduced
Representation	2.10(A), 2.10(B)	bar graph interval/scale legend (key) pictograph	category data/information graph title label
Interpretation	2.10(C), 2.10(D)	bar graph frequency table pictograph	comparative language (more than/less than/equal to) joining/separating/comparing

lead4ward

Personal Financial Literacy

2.11 **Personal financial literacy.** The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.

		important words for concept development	
subcluster	standards	new to grade level	previously introduced
Earning, Spending, and Saving	2.11(A), 2.11(B), 2.11(C)	deposit withdrawal	saving spending
Borrowing	2.11(D), 2.11(E)	borrowing lending	
Economics	2.11(F)	consumer cost producer product	