2nd GRADE MATHEMATICS

Cardinal Newman Standards: Catholic Identity Integration

- **CS.M.K6.GS2:** Develop lines of inquiry (as developmentally appropriate) to understand why things are true and why they are false.
  (CCSSI.M.2.OA.1; OA.3; OA.4; NBT.4; NBT.7; NBT.9; MD.2; MD.4; MD.5; MD.9; MD.10; G.1; G.3)
- **CS.M.K6.DS1:** Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
  (CCSSI.M.2.OA.1; OA.2; OA.3; OA.4; NBT.1; NBT.2; NBT.4; NBT.5; NBT.8; MD.1; MD.3; MD.5; MD.7; MD.8; MD.9; MD.10; G.1; G.2; G.3)
- **CS.M.K6.DS3:** Show interest in the pursuit of understanding for its own sake.
  (CCSSI.M.2.OA.1; OA.2; NBT.1; NBT.4; NBT.6; NBT.7; MD.1; MD.2; MD.4; MD.5; MD.6; MD.7; MD.8; MD.9; G.1)

Priority Skills	Supporting Skills
- 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. - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns - Count within 1000; skip-count by 5s, 10s, and 100s. - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols. - 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. - Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. - Partition circles and rectangles into two, three, or four equal shares, and describe the whole as two halves, three thirds, four fourths, etc.	- Fluently add and subtract within 20 using mental strategies. - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. - Read and write numbers to 1000 using standard form, word form, and expanded form. - Estimate lengths using units of inches, feet, centimeters, and meters. - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. - Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. - Determine whether a group of objects (up to 20) has an odd or even number of members. Write an equation to express an even number as a sum of two equal addends as well as other patterns. - Measure the length of an object twice, using different length units for the two measurements; describe how the two measurements relate to the size of the unit chosen.

Priority Skills (cont.)	Supporting Skills (cont.)
• Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. • Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	*(see previous page)*

Essential Questions

- How can we use the relationship between addition and subtraction to solve Mathematical problems and problems in the real world?
- What strategies can we use to partition, or break apart, numbers and shapes into smaller quantities, and what do those smaller quantities tell us about the whole?
- How does Mathematical reasoning help us understand and connect with God's world?
- What best practices can we implement when creating visual models for any given collections of numbers and/or information?
- What is the importance of money and time in our society?

Vital Vocabulary

- Addend, Attribute, Categorize, Compare, Difference, Equal To, Equation, Expanded Form, Fourths, Greater Than, Halves, Hexagon, Hundreds, Length, Less Than, Measure, Minuend, Ones, Partition, Pentagon, Quadrilateral, Regroup, Sequence, Skip Counting, Solution, Strategy, Subtrahend, Sum, Tens, Thirds, Thousands

Additional Resources: Cardinal Newman Mathematics Resources, Appendix F