

Barberton City Schools – Math Map

Second Grade Revised 06	Resources	Vocabulary	Indicator	Skills	Clarification/Assessment
First Grading Period	Text: Book 1 Chapter 1	Tens Ones Digits	D1	Pose questions, use observations, interviews and surveys to collect data and organize it in charts, picture graphs and bar graphs.	Assess through observation with students using manipulative.
			D2	Read, interpret and make comparisons and predictions from data represented in charts, line plots, picture graphs and bar graphs.	
	Chapter 2	Even Odd	D4	Write a few sentences to describe and compare categories of data represented in a chart or graph, and make statements about the data as a whole.	Assess through paper and pencil or dry erase boards.
	Chapter 3	Ordinal number Is great than > Is less than <	D6	Recognize that data may vary from one population to another; e.g., favorite TV shows of students and of parent.	Assess through chapter and unit tests included in the math program.
			N2	Recognize and classify numbers as even or odd.	
	Chapter 4	Survey Tally table Concrete graph Pictograph Bar graph	N6	Model, represent and explain subtraction as comparison, take-away and part to whole; e.g., solve missing addend problems by counting up or subtracting, such as “I had six baseball cards, my sister gave me more, and I now have ten. How many did she give me?” can be represented as $6 + ? = 10$ or $10 - 6 = ?$.	District math fact tests Use of district quarterly assessment
			N9	Model and use the commutative property for addition.	
			N10	Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions; e.g., $9+9=18$, $18-9=9$.	

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First Grading Period	Chapter 5	Count on Sum Doubles Doubles plus one Addend Add Number sentence	P5	Understand equivalence and extend the concept to situations involving symbols; e.g., $4+5=9$ and $9=4+5$, and $4+5=3+6=$ ____ + ____	
	Chapter 6	Count back Difference Fact family Subtract Missing addend	P6	Use symbols to represent unknown quantities and identify values for symbols in an expression or equation using addition and subtraction; e.g., ____ + ____ = 10, ____ - 2 = 4	
	Text: Book 2				
	Chapter 7	Regroup	N11	Add and subtract multiples of 10.	Assess through observation with students using manipulatives.
Chapter 8	Regroup Estimate	N12	Demonstrate multiple strategies for adding and subtracting 2 or 3-digit whole numbers, such as: a. Compatible numbers b. Compensatory numbers informal use of commutative and associative properties of addition c. Informal use of commutative and associative properties of addition.	Assess through paper and pencil or dry erase boards.	

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Second Grading Period	Chapter 9	Regroup	N13	Estimate the results of whole number addition and subtraction problems using front-end estimation, and judge the reasonableness of the answer.	Assess through chapter and unit tests included in the math program.
	Chapter 10	Regroup Estimate	D5	Identify untrue or inappropriate statements about a given set of data.	District math fact tests.
	Chapter 11	Column addition			
	Chapter 12	Half dollar One dollar Dollar sign Decimal point	N3	Count money and make change using coins and a dollar bill.	Use of district quarterly assessment.
	Chapter 13	Change	N4	Represent and write the value of money using the cent sign and in decimals with the \$ sign.	
	Chapter 14	Minute Hour Half hour	M1	Identify and select appropriate units of measure for: a. Time: hours, half-hours, quarter-hours or minutes and time designations, a.m. or p.m.	
	Chapter 15	Calendar Month Year Day Date Week	M4	Tell time to the nearest minute interval on digital and to the nearest 5-minute interval on analog (dial) timepieces.	

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Third Grading Period	Text: Book 3 Chapter 16	Bar graph Range Median Mode Grid Point Line graph	P7	Describe qualitative and quantitative changes, especially those involving addition and subtraction; e.g., a student growing taller versus a student growing two inches in one year.	Assess through observation with students using manipulatives.
	Chapter 17	Outcome Event Certain Impossible Likely Unlikely More likely Less likely Most likely Least likely Equally likely	D3	Read and construct simple timelines to sequence events.	Assess through paper and pencil or dry erase boards.
	Book 5 Chapter 22	Inch Foot Yard Temperature	D7	List some of the possible outcomes of a simple experiment, and predict whether given outcomes are more, less, or equally likely to occur.	Assess through chapter and unit tests included in the math program.
	Chapter 23	Cup Pint Quart Gallon Ounce Pound	D8	Use physical models and pictures to represent possible arrangements of 2 or 3 objects.	District math facts tests.
	Chapter 23		M1	Identify and select appropriate units of measure for: a. Length – centimeters, meters, inches, feet or yards b. Volume (capacity) – liters, cups, pints, or quarts c. Weight – grams, ounces or pounds	Use of district quarterly assessments.
			M2	Establish personal or common referents for units of measure to make estimates and comparisons; e.g., the width of a finger is a centimeter, a large bottle of soda pop is 2 liters, a small paper clip weighs about one gram.	
			M7	Make and test predictions about measurement using different units to measure the same length of volume.	

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Fourth Grading Period	Text: Book 4 Chapter 18	Plane shapes Square Rectangle Triangle Hexagon Trapezoid Parallelogram Circle Side Angle Square corner Vertex/vertices	G1	Identify, describe, compare and <u>sort</u> three- dimensional objects (I.e. cubes, spheres, prisms, cones, cylinders and pyramids) according to the shape of the faces or the number of faces, edges and vertices.	
	Chapter 19	Solid figures Rectangular Prism Sphere Cone Cylinder Cube Pyramid Face Edge Vertex/vertices	G2	Predict what new shapes will be formed by combining or cutting apart existing shapes.	
	Chapter 20	Congruent Symmetry Slide, flip, turn Reflection	G3	Recognize two-dimensional shapes and three-dimensional objects from different positions	
	Chapter 21	Pattern unit	G4	Identify and determine whether two-dimensional shapes are congruent (same size and shape) or similar (same shape different size) by copying or using superposition (lay one thing on top of another).	
			G5	Create and identify two-dimensional figures with line symmetry; e.g., what letter shapes, logos, polygons are symmetrical?	
			P1	Extend simple number patterns_(both repeating and growing patterns), and create similar patterns using different objects, such as using physical materials or shapes to represent numerical patterns.	

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Fourth Grading Period	Text: Book 6 Chapter 27	Hundreds Tens Ones	P2	Use patterns to make generalizations and predictions; e.g., determine a missing element in a pattern.	Assess through observation with students using manipulatives.
			P3	Create new patterns with consistent rules or plans, and describe the rule or general plan of existing patterns	Assess through paper and pencil or dry erase boards.
			P4	Use objects, pictures, numbers and other symbols to represent a problem situation	Assess through chapter and unit tests included in the math program
			N1	Use place value concepts to represent, compare and order whole numbers using physical models, numerals and words, with ones, tens and hundreds. For example: <ul style="list-style-type: none"> a. Recognize 10 can mean "10 ones" or a single entity (1 ten) through physical models and trading games. b. Read and write 2-digit numerals and construct models to represent each. 	District math facts tests. Use of district quarterly assessments.
	Chapter 28	Is greater than > Is less than < Is equal to = Skip – count	N7	Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting.	
	Chapter 29 Chapter 30	Regroup Multiply Product Multiplication sentence Divide	N8 N12	Model, represent and explain division as sharing equally and repeated subtraction. Demonstrate multiple strategies for adding and subtracting 2- or 3-digit whole numbers, such as: <ul style="list-style-type: none"> a. Compatible numbers; b. Compensatory numbers; c. Informal use of commutative and associative properties of addition. 	