

Mead School District Curriculum Map K-8

Content Area: Math

Grade Level: 2nd

Overarching Enduring Understandings:

1.

2.

3.

4.

5.

Learning Services Department – November 7, 2005

These curriculum maps represent the content strands for math. The process strands – solves problems, reasons logically, communicates understanding, and makes connections – should be interwoven throughout lessons. Washington State Grade Level Expectations (GLE's) should be consulted for further guidance.

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
Unit 5 (7 days)	Number Sense Measurement Geometric Sense Probability and Statistics	1.1.1 Understand place value in whole numbers. 1.2.1 Understand sequential relationships among whole numbers. 1.2.4 Understand and apply procedures to measure with non-standard or standard units. <ul style="list-style-type: none"> Demonstrate measurement procedure. 1.2.6 Understand how to estimate in measurement situations. 1.3.3 Understand the location of numbers on a positive number line. <ul style="list-style-type: none"> Indicate whether a number is above or below a benchmark number. Describe the location of a given number between 1 and 1000 on a number line. Identify a point up to 1000 on a positive number line. 1.4.3 Understand the organization of a graph. 1.4.5 Understand how a display provides information about a question.	MTB Unit 5 Going to Great Lengths	Lesson 2 page 48 of Student Guide Lesson 3 page 52 of Student Guide Lesson 4 page 57 of Student Guide DPPs
Unit 6 (9-10 days)	Number Sense Measurement Probability and Statistics	1.1.1 Understand place value in whole numbers. <ul style="list-style-type: none"> Group and regroup objects into 1's, 10's, and 100's and explain relationships. 1.1.3 Understand sequential relationships among whole numbers. 1.2.1 Understand and apply attributes to measure objects and time. 1.2.4 Understand and apply procedures to measure with non-standard or standard units. 1.4.3 Understand the organization of a graph. 1.4.5 Understand how a display provides information about a question.	MTB Unit 6 Putting Numbers in Their Places <u>Concepts That Need Supplementing:</u> <ul style="list-style-type: none"> Telling time to the hour and half hour Focus on hour and half hour.	Lesson 1 page 64 of Student Guide DPPs

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Unit 7 (8 days)	Number Sense Measurement	<p>1.1.5 Understand the meaning of addition and subtraction and how they relate to one another.</p> <ul style="list-style-type: none"> Show relationships between addition and subtraction using physical model. <p>1.2.1 Understand and apply attributes to measure objects and time.</p> <p>1.2.4 Understand and apply procedures to measure with non-standard or standard units.</p>	MTB Unit 7 Building with Cubes	<p>Lesson 3 page 89 of Discovery Assignment Book</p> <p>Lesson 6 page 97 of Discovery Assignment Book</p> <p>DPPs</p>
Unit 8 (8 days)	Number Sense Measurement	<p>1.1.2 Understand sequential relationships among whole numbers.</p> <p>1.1.5 Understand the meaning of addition and subtraction and how they relate to one another.</p> <p>1.1.6 Understand and apply procedures for addition and subtraction of whole numbers with fluency.</p> <p>1.1.7 Understand and apply strategies and appropriate tools for adding and subtracting with whole numbers.</p> <p>1.1.8 Understand and apply estimation strategies to predict computation results to determine the reasonableness of answers.</p> <p>1.2.1 Understand and apply attributes to measure objects and time.</p> <p>1.2.4 Understand and apply procedures to measure with non-standard or standard units.</p>	MTB Unit 8 Multiple Masses	<p>Lesson 1 page 105 of Discovery Assignment Book</p> <p>Lesson 3 page 109 of Discovery Assignment Book</p> <p>DPPs</p>

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Unit 8 Continued	Probability and Statistics	<p>1.2.6 Understand how to estimate in measurement situations.</p> <ul style="list-style-type: none"> • Estimate length, area, capacity, and weight using nonstandard units. • Use important benchmarks to make initial and revised estimates. • Explain how a benchmark helps to make a reasonable estimate. <p>1.4.3 Understand the organization of a graph.</p> <ul style="list-style-type: none"> • Identify title, horizontal and vertical axes and key. • Construct a bar graph that includes a title, key, and single unit increment, • Name an appropriate title for a display of data. <p>1.4.5 Understand how a display provides information about a question.</p> <ul style="list-style-type: none"> • Conduct a survey for a predetermined question and collect data using tallies, charts, lists, or pictures. • Identify a question that could be answered from a display. • Interpret results and draw conclusions from displays using comparative language. 	<p><u>Concepts that Need Supplementing:</u></p> <ul style="list-style-type: none"> • Understand and apply procedures to measure using standard units (inches). <p>Supplement more activities here that relate to child's personal experience.</p>	

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Unit 9 (8-10 days)	Number Sense	<p>1.1.1 Understand place value in whole numbers.</p> <p>1.1.5 Understand the meaning of addition and subtraction and how they relate to one another.</p> <p>1.1.6 Understand and apply procedures for addition and subtraction of whole numbers with fluency.</p> <ul style="list-style-type: none"> • Use strategies for addition and subtraction combinations through at least 18. • Recall addition and subtraction facts through at least 18. • Solve problems involving addition and subtraction with two- or three-digit numbers using a calculator and explaining procedures used. <p>1.1.7 Understand and apply strategies and appropriate tools for adding and subtracting with whole numbers.</p> <ul style="list-style-type: none"> • Use mental math strategies to compute. • Use calculator, manipulatives, or paper/pencil to solve problems. • Explain methods to mentally group numbers efficiently. <p>1.1.8 Understand and apply estimation strategies to predict computation results and to determine the reasonableness of answer.</p> <ul style="list-style-type: none"> • Use estimation strategies to predict computation results and to determine the reasonableness of answers. • Justify reasonableness of an estimate in addition and subtraction. 	<p>MTB Unit 9 Ways of Adding Larger Numbers</p> <p><u>Concepts that need supplementing:</u></p> <ul style="list-style-type: none"> • Lots of additional time for practicing strategies 	<p>Lesson 6 page 121 of Discovery Assignment Book</p> <p>March: Units 5-11 Spring conference assessment</p> <p>DPPs</p>

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Unit 9 Continued	Algebraic Sense	<p>1.5.3 Understand the meaning of symbols and labels used to represent situations.</p> <ul style="list-style-type: none"> Use number sentences with symbols and labels to represent real-world problems involving addition and subtraction. <p>1.5.6 Understand and apply strategies to solve for the unknown using addition and subtractions.</p>		
Unit 10 (7-9 days)	<p>Number Sense</p> <p>Measurement</p> <p>Geometric Sense Probability/ Statistics</p>	<p>1.1.1 Understand place value in whole numbers.</p> <p>1.2.1 Understand sequential relationships in whole numbers.</p> <p>1.1.6 Understand and apply procedures for addition and subtraction of whole numbers with fluency.</p> <p>1.1.7 Understand and apply strategies and appropriate tools for adding and subtracting with whole numbers.</p> <p>1.2.1 Understand and apply attributes to measure objects and time.</p> <p>1.2.4 Understand and apply procedures to measure with non-standard or standard units.</p> <p>1.3.3 Understand the locations of numbers on a positive number line.</p> <p>1.4.3 Understand the organization of a graph.</p> <ul style="list-style-type: none"> Identify title, horizontal and vertical axes and key. Construct a bar graph that includes a title, key, and single unit increment, Name an appropriate title for a display of data. 	<p>MTB Unit 10 Exploring Volume</p> <p>Supplement activities here</p>	<p>Lesson 4 page 119 of Student Guide</p> <p>DPPs</p>

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Unit 10 Continued		<p>1.4.4 Understand how a display provides information about a question.</p> <ul style="list-style-type: none"> • Conduct a survey for a predetermined question and collect data using tallies, charts, lists, or pictures. • Identify a question that could be answered from a display. • Interpret results and draw conclusions from displays using comparative language. <p>1.4.5 Understand how to read and interpret data from graphs.</p> <ul style="list-style-type: none"> • Interpret a bar graph from comparative information. 	<p>MTB Unit 10 Exploring Volume</p> <p>Supplement activities here</p>	<p>Lesson 4 page 119 of Student Guide</p> <p>DPPs</p>
Unit 11 (8 days)	Number Sense	<p>1.1.1 Understand place value in whole numbers.</p> <p>1.1.5 Understand the meaning of addition and subtraction and how they relate to one another.</p> <p>1.1.6 Understand and apply procedures for addition and subtraction of whole numbers with fluency.</p> <ul style="list-style-type: none"> • Use strategies for addition and subtraction facts through at least 20. • Recall addition and subtraction facts through at least 20. • Solve problems involving addition and subtraction with three digit numbers using and explaining procedures used. 	<p>MTB Unit 11 Ways of Subtracting Larger Numbers</p> <p><u>Concepts that need supplementing:</u></p> <ul style="list-style-type: none"> • Lots of additional time for practicing strategies 	<p>Lesson 3 page 125 of Student Guide</p> <p>Lesson 4 page 127 of Student Guide</p> <p>DPPs</p>

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Unit 13 (8 days)	Measurement Probability and Statistics	<p>1.2.1 Understand and apply attributes to measure objects and time.</p> <p>1.4.3 Understand the organization of a graph.</p> <ul style="list-style-type: none"> • Identify title, horizontal and vertical axes and key. • Construct a bar graph that includes a title, key, and single unit increment. • Name an appropriate title for a display of data. <p>1.4.5 Understand how a display provides information about a question.</p> <ul style="list-style-type: none"> • Conduct a survey for a predetermined question and collect data using tallies, charts, lists, or pictures. • Identify a question that could be answered from a display. • Interpret results and draw conclusions from displays using comparative language. 	MTB Unit 13 Sampling, Sorting, and Science	<p>Student Guide 154-155 “Frank a & Kaley’s Lids”</p> <p>Lesson 4 page 158-159 of Student Guide. “Mena Sorts for Recycling</p> <p>DPPs</p>
Unit 14 (7 days)		None (Concept foundation for future grades)	MTB Unit 14 Fractions: The Whole Idea	<p>Student Guide page 163 “Tile Fractions”</p> <p>Lesson 4 page 169 of Student Guide “How Are They Alike?”</p> <p>DPPs</p>

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Unit 15 (5-7 days)	Geometric Sense	1.3.2 Understand characteristics of 2-dimensional geometric figures. <ul style="list-style-type: none"> Sort and describe characteristics of 2-dimensional geometric figures. Draw a 2-dimensional shape that matches a set of characteristics. 	MTB Unit 15 Geometry In Motion	Lesson 5 page 178 Student Guide Student Guide page 172 Shapes Grid Student Guide page 180 My Quilt Block Design DPPs
Unit 16 (7-10)	Measurement Geometric Sense	1.2.4 Understand and apply procedures to measure with non-standard or standard units. 1.3.2 Understand characteristics of 2-dimensional geometric figures. <ul style="list-style-type: none"> Sort and describe characteristics of 2-dimensional geometric figures. Draw a 2-dimensional shape that matches a set of characteristics. 	MTB Unit 16 Measuring Area Supplement activities here with standard units (inches). <u>Concepts that need supplementing:</u> <ul style="list-style-type: none"> Identify and add fractional parts to determine area 	Lesson 1 page 185 of Student Guide DPPs
Unit 17 (9-10)	Geometric Sense	1.3.2 Understand characteristics of 2-dimensional geometric figures. <ul style="list-style-type: none"> Sort and describe characteristics of 2-dimensional geometric figures. Draw a 2-dimensional shape that matches a set of characteristics. 	MTB Unit 17 Investigating 3-D Shapes	Slide, Flip, Turn Unit 15 page 227 *May/June End of year Assessment DPPs

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Unit 20 (5-7 days)		None	<p>MTB Unit 20 Putting Fractions to Use</p> <p><u>Concepts that need supplementing:</u></p> <ul style="list-style-type: none"> • Measuring with standard units (inches) <p>End of the Year Test</p> <ul style="list-style-type: none"> • Need more opportunities using horizontal data table • Need more practice with adding numbers beyond 200 • Need more time spent putting numbers in order (smallest to largest) • Need more practice with problem solving • Supplement identification of two-dimensional shapes (not limited to pattern blocks) • More practice on coin combinations 	DPPs

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