

# ROBERTSON COUNTY SCHOOLS

## MASTERY GUIDE, 2004

### SECOND GRADE

#### FIRST NINE WEEKS

#### MATH

##### **Numbers**

- 2.1.1d. Recognize the place value of a digit in numbers to 999.
- 2.1.1e. Identify odd and even numbers to 100.
- 2.1.1j. Order whole numbers less than 1000.
- 2.1.1k. Compare two numbers using the appropriate symbol (i.e.,  $<$ ,  $>$ ,  $=$ ).
- 2.1.1l. Represent numbers to 999 in flexible ways using a variety of materials (e.g., 23 as 23 ones, 1 ten and 13 ones, and / or 2 tens and 3 ones).
- 2.1.1m. Apply the language of ordinal numbers up to twentieth.

##### **Numbers and Operations**

- 2.1.2a. Develop a story problem that illustrates a given addition or subtraction number sentence.
- 2.1.2b. Use the number line to demonstrate addition and subtraction.
- 2.1.2c. Write and identify number sentences that describe situations involving addition and subtraction.
- 2.1.2d. Write and explain related addition and subtraction sentence.
- 2.1.3c. Use calculators in problem-solving situations.
- 2.1.3d. Add and subtract efficiently and accurately with single-digit numbers.

##### **Algebra**

- 2.2.1a. Sort objects by two or more attributes.
- 2.2.1b. Identify the rules by which objects or numbers have been sorted.
- 2.2.2a. Extend a growing pattern.
- 2.2.2b. Identify the unit of a three-part repeating pattern.
- 2.2.2c. Translate a repeating pattern from one medium to another (e.g., red-blue-blue to snap-clap-clap).
- 2.2.3a. Interpret and solve open sentences that involve addition or subtraction.
- 2.2.3b. Use the language and symbols of mathematics appropriately to communicate mathematical thinking.
- 2.2.3c. Use manipulatives to demonstrate addition and subtraction sentences written symbolically involving numbers 0-20.
- 2.2.4a. Apply the commutative property of addition.

- 2.2.4b. Show that subtraction is not commutative.
- 2.2.4c. Apply the addition and subtraction properties of zero.
- Geometry**
- 2.3.2a. Identify the position of whole numbers on the number line.

## SECOND NINE WEEKS

### MATH

#### **Numeration**

- 2.1.1a. Count a set of objects to 100 using an efficient grouping strategy (e.g., two's three's, five's ten's).
- 2.1.3e. Use a variety of strategies and representations to add and subtract two-digit whole numbers (with and without regrouping).

#### **Algebra**

- 2.2.5a. Describe qualitative change (e.g., a student growing taller).
- 2.2.5b. Describe quantitative change (e.g., a student growing two inches in one year).

## THIRD NINE WEEKS

### MATH

#### **Numbers and Operations**

- 2.1.1f. Use concrete models or pictures to show whether a fraction is less than a half, more than a half, or equal to a half.
- 2.1.1g. Match the spoken, written, concrete, and pictorial representation of halves, thirds, and fourths.
- 2.1.1h. Compare the unit fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$ .
- 2.1.1i. Count the value of a set of coins up to one dollar.
- 2.1.3.a. Solve story problems involving numbers to 100.
- 2.1.3b. Check for the reasonableness of solutions.
- 2.1.3f. Explain and justify solution strategies used in problem solving.
- 2.1.3g. Use estimation to justify the reasonableness of a computation.
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Add and subtract three digit whole numbers with and without regrouping.

#### **Time**

- 2.4.2a. Read and write time to the hour, half-hour, and quarter-hour.
- 2.4.2e. Use strategies to make estimates of length and time.
- 2.4.2f. Solve problems involving elapsed time in hour intervals.

**Geometry**

- 2.3.1a. Recognize, name, build, draw, and compare two- and three-dimensional geometric figures.
- 2.3.1b. Describe attributes and parts of two- and three-dimensional geometric figures.
- 2.3.1c. Recognize shapes that have line symmetry.
- 2.3.1d. Investigate and predict the results of putting together and taking apart two- and three-dimensional geometric figures.
- 2.3.3a. Illustrate flips, slides, and turns using concrete and pictorial materials.

**Probability**

- 2.5.2a. Predict outcomes of events based on data gathered and displayed.
- 2.5.2b. Explain whether an event is likely or unlikely.

**FOURTH NINE WEEKS****MATH****Numbers**

- 2.1.1b. Count forward and backward by one from any number less than 999.
- 2.1.1c. Read and write numerals to 999.

**Algebra**

- 2.2.2d. Determine the output for a particular input given the one-operation function rule involving addition and subtraction.

**Measurement**

- 2.4.1a. Compare and order objects according to length, capacity, and weight.
- 2.4.1b. Demonstrate understanding of the concepts of perimeter and area.
- 2.4.1c. Identify the measurable attributes of objects in the environment.
- 2.4.2b. Relate days, dates, weeks, and months to a calendar.
- 2.4.2c. Explain the relationship between inches and feet.
- 2.4.2d. Measure length to the nearest centimeter, foot, half-inch, and inch.
- 2.4.2g. Measure and estimate weight and capacity using a variety of non-standard units.
- 2.4.2h. Find area and perimeter using non-standard units.
- 2.4.2i. Read thermometers with Fahrenheit and Celsius scales.

**Data Analysis**

- 2.5.1a. Pose questions and gather data to answer the questions.
- 2.5.1b. Read, interpret, and create tables using tally marks.
- 2.5.1c. Create pictographs and bar graphs.
- 2.5.1d. Read and interpret tables, bar graphs, and pictographs.