2nd Grade Math Parent Syllabus 4th 9 Weeks

Listed below are learning targets your child will be expected to understand and perform. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

Unit	I can statements	Vocabulary
13	**Topic 13: Students will recognize the need for standard units of measure and use rulers, yardsticks, meter sticks, measuring tapes, and other measuring tools. 2nd graders will understand that linear measure involves an iteration of units with the idea that the smaller the unit, the more iterations they need to cover a given length. 2nd graders will solve problems by applying previously learned addition and subtraction skills to the concept of length.** **I can:** ● I can choose when to use addition and/or subtraction in a word problem. ● I can represent addition and subtraction word problems using objects, drawings, and equations with unknowns in all positions. ● I can solve addition and subtraction word problems that involve two steps. ● I can identify tools that can be used to measure length. ● I can identify the unit of length for the tool used to the nearest whole unit (inches, centimeters, feet, meters). (e.g. rulers, yardsticks, measuring tapes, meter sticks) ● I can determine which tool to use to measure the length of an object. (inches, centimeters, feet, meters) ● I can measure the length of objects by using appropriate tools to the nearest whole unit. (e.g. rulers, yardstick, meter stick, measuring tape) ● I can recognize what units of measurement are comparable. (e.g. inch/cm, m/yard) ● I can measure the length of an object using different lengths for the two measurements to the nearest whole unit. ● I can choose the appropriate tools to measure an object. (e.g. in/cm) ● I can explain how the two measurements relate to the size of the unit chosen. ● I can name strategies for estimating length (e.g. a meter is about the length from floor to above a door knob). ● I can recognize the size of inches, feet, centimeters, and meters. ● I can estimate lengths in units of inches, feet, centimeters and meters.	Estimate, inch, foot, yard, height, nearest inch, centimeter, meter, nearest centimeter, measure, length, ruler, yardstick, meter stick, measuring tape

	• I can determine if an estimate is reasonable. • I can determine how much longer one object is than another in standard length units. • I can add and subtract lengths within 100. • I can solve addition and subtraction word problems involving lengths that are given in the same units within 100. • I can solve addition and subtraction word problems involving length that have equations within 100 with a symbol for the unknown number. • I can describe the characteristics of a number line (e.g. points, equal spacing, consecutive numbers, line). • I can explain length as the distance between zero and another mark on the number line diagram within 100. • I can use a number line to represent the solution of whole number sums related to length within 100 (e.g. Jump forward). • I can represent whole numbers on a number line within 100 with equally spaced points.	
14	**Topic 14: Students will learn about data through the study of line plots, picture graphs, and bar graphs. Students will pose questions, collect data, and analyze and interpret the results. At this level, they will also solve simple word problems about the data.** **I can:** • I can choose when to use addition and/or subtraction in a word problem. • I can represent addition and subtraction word problems using objects, drawings, and equations with unknowns in all positions. • I can solve addition and subtraction word problems that involve two steps. • I can create a line plot with a horizontal scale marked off in whole-number units. • I can record length measurements on a line plot. • I can solve problems relating to data in graphs by using addition and subtraction. • I can make comparisons between categories in the graph using more than, less than, etc. with up to four sets of data. • I can draw a picture graph to represent a given set of data with up to four categories. • I can draw a bar graph to represent a given set of data with up to four categories	Data, line plot, bar graph, symbol, picture graph, length, scale, unit

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15	**Topic 15: In this unit, students will reason with shapes and their attributes by identifying shapes such as triangles, quadrilaterals, pentagons, hexagons, and cubes and drawing these shapes with specified attributes such as a give number of angles or faces. Students will partition a rectangle into rows and columns of same-size squares and partition circles and rectangles into halves, thirds, and fourths.** **I can:** ● I can recognize and draw two-dimensional shapes based on specific ● attributes. ● I can recognize and draw three-dimensional shapes based on specific ● attributes. ● I can describe the attributes of shapes. ● I can identify the number of sides, angles, and vertices. ● I can identify triangle, quadrilateral, pentagon, hexagon, and cubes based ● on attributes. ● I can divide a rectangle into equal rows and columns, and count the total ● number of squares. ● I can describe the terms: halves, thirds, half of, a third of, fourths, etc. ● I can identify “equal shares.” ● I can divide circles and rectangles into two, three, or four equal shares. ● I can demonstrate that equal shares of identical wholes do not need to ● have the same shape. ● I can partition shapes in equal shares that do and do not have the same shape. ● I can build arrays to model repeated addition. ● I can use addition to solve problems.	vertices, quadrilaterals, pentagons, hexagons, polygon, angle, right angle, cube, face, edge, equal shares, halves, thirds, fourths