



CAMP HILL SCHOOL DISTRICT

Second Grade: **Math Standards for Numbers and Operations**

DOMAIN (MATH CONTENT):

Number and Operations in Base Ten

STANDARDS FOR MATHEMATICAL PRACTICE:

Make sense of problems and persevere in solving them.

Use appropriate tools strategically.

Reason abstractly and quantitatively.

Attend to precision.

Construct viable arguments and critique the reasoning of others.

Look for and make use of structure.

Model with mathematics.

Look for and make sense of regularity in repeated reasoning.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p>1. How can I show numbers using tens and ones?</p> <p>How can understanding place value help me to compare three-digit number?</p>	<p>1. Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p>	<p><u>1-3</u> <u>Direct Instruction</u>-modeling, vocabulary, daily routine <u>Guided Practice</u>-daily routine, math talk, math boards, small groups, whole class practice, student leaders <u>Collaborative Practice</u>-partner work, think-pair-share, math shelf, math talk, daily routine <u>Independent Practice</u>-workbook, websites, homework, checks for understanding</p>	<p>informal (daily routine, math boards, manipulatives) formal (unit test ie unit 5 test/quick quiz 1, teacher made)</p>	<p>Math Expressions, Mega Math, First in Math, math kits, math shelf, literature links, math boards, Smartboard, teacher created lesson</p>
<p>2. How does understanding place value help me read and write numbers?</p> <p>How can I use place value to skip count?</p>	<p>2. Use place value concepts to read, write, and skip count to 1000.</p>		<p>informal (daily routine 13/14, math boards) formal (unit test ie unit 11/quick quiz 1, teacher made)</p>	<p>Math Expressions, Mega Math, First in Math, math kits, math shelf, literature links, math boards, Smartboard, teacher created lesson</p>
<p>3. How does understanding place value help me add and subtract numbers?</p>	<p>3. Use place value understanding and properties of operations to add and subtract within 1000.</p>		<p>informal(daily routine, math boards, manipulatives) formal(unit test ie unit test 11 and quick quiz 3 & 4)</p>	<p>Math Expressions, Mega Math, First in Math, math kits, math shelf, literature links, math boards, Smartboard</p>



CAMP HILL SCHOOL DISTRICT

Second Grade: **Math Standards for Algebraic Concepts**

DOMAIN (MATH CONTENT):

Operations and Algebraic Concepts

STANDARDS FOR MATHEMATICAL PRACTICE:

Make sense of problems and persevere in solving them.
 Use appropriate tools strategically.
 Reason abstractly and quantitatively.
 Attend to precision.

Construct viable arguments and critique the reasoning of others.
 Look for and make use of structure.
 Model with mathematics.
 Look for and make sense of regularity in repeated reasoning.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
1. How do I show and solve addition and subtraction problems?	1. Represent and solve problems involving addition and subtraction within 100.	<u>1-3</u> <u>Direct Instruction</u> -modeling, vocabulary, daily routine <u>Guided Practice</u> -daily routine, math talk, math boards, small groups, whole class practice, student leaders <u>Collaborative Practice</u> -partner work, think-pair-share, math shelf, math talk, daily routine <u>Independent Practice</u> -workbook, websites, homework, checks for understanding	informal (daily routine, math boards, manipulatives) formal (unit tests ie unit 1, 3, 5, 7, 9)	Math Expressions, Mega Math, First in Math, math kits, math shelf, literature links, math boards, Smartboard
2. How can I use mental strategies to add and subtract numbers?	2. Use mental strategies to add and subtract within 20.	<u>1-3</u> <u>Direct Instruction</u> -modeling, vocabulary, daily routine <u>Guided Practice</u> -daily routine, math talk, math boards, small groups, whole class practice, student leaders <u>Collaborative Practice</u> -partner work, think-pair-share, math shelf, math talk, daily routine <u>Independent Practice</u> -workbook, websites, homework, checks for understanding	informal (daily routine) formal (unit test ie unit 1/quick quick 1-4), timed tests	Math Expressions, Mega Math, First in Math, math kits, math shelf, literature links, math boards, Smartboard
3. How does using equal groups help me understand multiplication?	3. Work with equal groups of objects to gain foundations for multiplication.	<u>1-3</u> <u>Direct Instruction</u> -modeling, vocabulary, daily routine <u>Guided Practice</u> -daily routine, math talk, math boards, small groups, whole class practice, student leaders <u>Collaborative Practice</u> -partner work, think-pair-share, math shelf, math talk, daily routine <u>Independent Practice</u> -workbook, websites, homework, checks for understanding	informal (daily routine 13/14) formal (unit 5-teacher made, unit test ie unit 13, quick quiz 1)	Math Expressions, Mega Math, First in Math, math kits, math shelf, literature links, math boards, Smartboard



CAMP HILL SCHOOL DISTRICT
Second Grade: Math Standards for Geometry

DOMAIN (MATH CONTENT):

Geometry

STANDARDS FOR MATHEMATICAL PRACTICE:

Make sense of problems and persevere in solving them.

Use appropriate tools strategically.

Reason abstractly and quantitatively.

Attend to precision.

Construct viable arguments and critique the reasoning of others.

Look for and make use of structure.

Model with mathematics.

Look for and make sense of regularity in repeated reasoning.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p>1. How do I use what I know about shapes to draw two - dimensional shapes? How do I use what I know about shapes to create/understand three-dimensional shapes?</p>	<p>1. Analyze and draw two-and three-dimensional shapes having specified attributes.</p>	<p><u>1-2</u> <u>Direct Instruction</u>-modeling, vocabulary <u>Guided Practice</u>- math talk, math boards, small groups, whole class practice, student leaders <u>Collaborative Practice</u>-partner work, think-pair-share, math shelf, math talk <u>Independent Practice</u>-workbook, websites, homework, checks for understanding</p>	<p>formal (unit test ie unit 4/quick quiz 1? Teacher created cube)</p>	<p>Math Expressions, Mega Math, First in Math, math kits, math shelf, literature links, math boards, Smartboard, teacher created lesson</p>
<p>2. How do I use what I know about fractions to divide shapes?</p>	<p>2. Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p>		<p>informal (math boards) formal (unit test ie unit 13/teacher made)</p>	<p>Math Expressions, Mega Math, First in Math, math kits, math shelf, literature links, math boards, Smartboard</p>



CAMP HILL SCHOOL DISTRICT

Second Grade: **Math Standards for Data Analysis and Probability**

DOMAIN (MATH CONTENT):

Measurement and Data

STANDARDS FOR MATHEMATICAL PRACTICE:

Make sense of problems and persevere in solving them.

Use appropriate tools strategically.

Reason abstractly and quantitatively.

Attend to precision.

Construct viable arguments and critique the reasoning of others.

Look for and make use of structure.

Model with mathematics.

Look for and make sense of regularity in repeated reasoning.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p>1. How do I choose the appropriate tool to measure length? How do I measure and estimate length?</p>	<p>1. Measure and estimate lengths in standard units using appropriate tools.</p>	<p><u>1, 4, 5</u> <u>Direct Instruction</u>-modeling, vocabulary <u>Guided Practice</u>- math talk, small groups, whole class practice, student leaders, math boards <u>Collaborative Practice</u>-partner work, think-pair-share, math shelf, math talk <u>Independent Practice</u>-workbook, websites, homework, checks for understanding</p>	<p>formal (unit test, ie unit 12 & 14, teacher made)</p>	<p>Math Expressions, Mega Math, First in Math, math kits, math shelf, literature links, math boards, Smartboard</p>
<p>2. How do I tell and write time to the nearest five minutes?</p>	<p>2. Tell and write time to the nearest five minutes.</p>	<p><u>2-3</u> <u>Direct Instruction</u>-modeling, vocabulary, daily routine <u>Guided Practice</u>-daily routine, math talk, small groups, math boards, whole class practice, student leaders <u>Collaborative Practice</u>-partner work, think-pair-share, math shelf, math talk, daily routine <u>Independent Practice</u>-workbook, websites, homework, checks for understanding</p>	<p>informal (math routine 5/6, manipulatives) formal (unit test unit 6, teacher made)</p>	<p>Math Expressions, Mega Math, First in Math, math kits, math shelf, literature links, math boards, Smartboard</p>
<p>3. How do I use coins and paper money to solve problems?</p>	<p>3. Solve problems using coins and paper currency with appropriate symbols.</p>	<p><u>2-3</u> <u>Direct Instruction</u>-modeling, vocabulary, daily routine <u>Guided Practice</u>-daily routine, math talk, small groups, math boards, whole class practice, student leaders <u>Collaborative Practice</u>-partner work, think-pair-share, math shelf, math talk, daily routine <u>Independent Practice</u>-workbook, websites, homework, checks for understanding</p>	<p>informal (math routine) formal (unit test ie unit test 11, quick quiz 2)</p>	<p>Math Expressions, Mega Math, First in Math, math kits, math shelf, literature links, math boards, Smartboard, teacher created lesson</p>
<p>4. How do I show data in a graph? How do I use information in a graph to solve problems?</p>	<p>4. Represent and interpret data using line plots, picture graphs, and bar graphs.</p>	<p><u>2-3</u> <u>Direct Instruction</u>-modeling, vocabulary, daily routine <u>Guided Practice</u>-daily routine, math talk, small groups, math boards, whole class practice, student leaders <u>Collaborative Practice</u>-partner work, think-pair-share, math shelf, math talk, daily routine <u>Independent Practice</u>-workbook, websites, homework, checks for understanding</p>	<p>informal (mathboards) formal (unit test ie unit test 7, quick quiz 1-3)</p>	<p>Math Expressions, math kits, math shelf, literature links, math boards, Smartboard</p>
<p>5. How do I use addition and subtraction to solve problems using length?</p>	<p>5. Extend the concepts of addition and subtractions to problems involving length.</p>	<p><u>2-3</u> <u>Direct Instruction</u>-modeling, vocabulary, daily routine <u>Guided Practice</u>-daily routine, math talk, small groups, math boards, whole class practice, student leaders <u>Collaborative Practice</u>-partner work, think-pair-share, math shelf, math talk, daily routine <u>Independent Practice</u>-workbook, websites, homework, checks for understanding</p>	<p>formal (unit test unit 2, quick quiz 1)</p>	<p>Math Expressions, Mega Math, First in Math, math kits, math shelf, literature links, math boards, Smartboard</p>