

Second Grade Math Map

Grade: PK to 5

Course: Elementary Math

South Seneca Elementary School

Developed by: *Barbara Bero, June Bedore, Lana Blum, Stacey Clark*

From: September 2007 to June 2008 (10 months)

Map Status: In Progress - Shared

Mapping Category	September 2008	October 2008
Theme	<p>Understanding Addition and Subtraction</p> <p>NY State Standards 2.N.15 & 17</p>	<p>Fact Strategies for Addition and Subtraction</p> <p>NY State Standards 2.N15; 2.N16; 2.N17; 2.N18; 2.N19</p>
Content	<p>* Numbers and Numeration: one-to-one correspondence; relating sets of objects to numerals; counting, reading, writing and renaming</p> <p>* Operations: whole number addition and subtraction</p> <p>* Algebra: equations; number patterns; patterns using words, tables, and graphs; commutative and associative properties</p> <p>* Problem solving skills: use data from a picture, graph, table; choose an operation; translating words to expressions. Compare and discuss.</p> <p>Formulate mathematically relevant questions.</p> <p>Guess and Check using manipulatives</p> <p>* Problem solving strategies: look for a pattern</p> <p>* Real world connections</p> <p>Formulate problems and solutions from everyday situations (e.g.,) counting the number of children in the class, using the calendar to teach counting).</p> <p>Use informal counting strategies to find solutions</p> <p>Estimate the number in a collection to 100 and then compare by counting the actual items in the collection</p> <p>Understand mathematical statements can be true or false and supported by evidence</p>	<p>* Numbers and Numeration</p> <p>* Operations--whole number addition and subtraction</p> <p>* Estimation</p> <p>* Problem solving skills--use data from a picture, graph, table; choose an operation; translating words to expressions. Compare and discuss.</p> <p>Formulate mathematically relevant questions.</p> <p>Guess and check using manipulatives</p> <p>* Real world connections</p> <p>Formulate problems and solutions from everyday situations (e.g.,) counting the number of children in the class, using the calendar to teach counting).</p> <p>Use informal counting strategies to find solutions.</p> <p>Estimate the number in a collection to 100 and then compare by counting the actual items in the collection</p> <p>Understand mathematical statements can be true or false and supported by evidence</p> <p>* Algebra</p>
Skills	<p>*Join groups together</p>	<p>* counting on</p>

	<ul style="list-style-type: none"> * write addition sentence * solve story problems using addition and subtraction *take away number of objects *compare numbers using one-to-one matching *subtraction using separating and comparing * changing order of addends * facts of 10 * fact families *algebra-finding missing parts *Use a variety of strategies to compose and decompose two digit numbers *Use zero as the identity element for addition * daily problem of the day and spiral review * Word Bank Vocabulary Words: addend, sum, altogether, difference, related fact, fact family 	<ul style="list-style-type: none"> * doubles facts to 18 * doubles plus 1 * Using strategies to add 3 numbers *making 10 to add 7 or 8 * making 10 to add 9 * writing number sentences * counting back * thinking doubles to subtract * thinking addition to subtract * problem solving * Word Bank Vocabulary Words: add, count on, sum, doubles fact, addition fact, addend, doubles plus 1, number sentence, count back, subtract
<p>Assessment</p>	<ul style="list-style-type: none"> * Diagnostic Readiness Test * Diagnostic check points * Cumulative review, test prep and workbook chapter test * Scott Foresman/Addison Wesley Ch. 1 Test * Teacher observations * math journals- Use drawing /pictures to model the action in problems. Understand how to organize their thought process. Verbally support their reasoning and answer. Listen to solutions shared by other students. 	<ul style="list-style-type: none"> * Diagnostic check points * Cumulative review and test prep and workbook chapter test * Scott Foresman/Addison Wesley Ch. 2 Test * Teacher observations * math journals-Use drawing/pictures to model the action in problems. * Mad Minutes addition and subtraction 1-10

	addition and subtraction 1-10	
Resources	<p>Scott Foresman/Addison Wesley Math Kit Grade 2</p> <p>Practice Workbook, Problem of the Day Binder, Vocabulary Cards, Assessment Book, Reteach , Practice Books, Problem solving Workbook, Teaching Tools Masters, and Enrichment and Home-School Connection</p> <p>Scott Foresman Literature Connection: <u>Elevator Magic</u> by: Stuart J. Murphy</p> <p><u>Each orange Had 8 Slices</u> by: Paul Giganti</p>	<p>Scott Foresman/Addison Wesley Math Kit Grade 2</p> <p>Practice Workbook, Problem of the Day Binder, Vocabulary Cards, Assessment Book, Reteach , Practice Books, Problem solving Workbook, Teaching Tools Masters, and Enrichment and Home-School Connection</p> <p><u>Count on Pablo</u> by: Barbara deRubertis</p>
Standard Alignment	<p>Elementary MST (Number and Numeration) 3.2.1, 3.2.2, 3.2.5 MST (Operations) 3.3.1, 3.3.2, 3.3.3</p>	<p>Elementary MST (Mathematical Reasoning) 3.1.1, 3.1.2, 3.1.3, 3.1.4 MST (Modeling/Multiple Representation) 3.4.1, 3.4.2, 3.4.3, 3.4.5 MST (Number and Numeration) 3.2.1, 3.2.2, 3.2.3 MST (Operations) 3.3.1, 3.3.2, 3.3.3, 3.3.4 MST (Patterns/Functions) 3.7.1, 3.7.2, 3.7.3, 3.7.4, 3.7.5</p>

Second Grade Math Map

Course: Elementary Math

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From: September 2007 to June 2008 (10 months)

Map Status: In Progress - Shared

Grade: PK to 5

South Seneca Elementary School

Mapping Category	November 2008	December 2008
Theme	<p>Place Value to 100 and Money</p> <p>Standards: 2.N.2; 2.N.2; 2.N.5; 2.N.6; 2.N.7; 2.N.9; 2.N.10; 2.N.11; 2.N.14; 2.N.15; 2.N.17; 2.N.22; 2.A.1; 2.A.2; 2.M.6; 2.M.7; 2.M.8</p>	<p>Mental Math: Addition and Subtraction</p> <p>Standards: 2.N.9; 2.N.15; 2.N.16; 2.N.17; 2.A.2;</p>
Content	<ul style="list-style-type: none"> * Numeration: using ordinal numbers; counting, reading, writing, renaming numbers to 100; comparing and ordering numbers; place value * Number Theory: even and odd numbers * Money: counting and showing amounts: penny, nickel, dime, quarter, half dollar, dollar; comparing amounts; making change * Decimal Concepts: decimal notation for money * Mental Math Strategies * Real world connections <p>Formulate problems and solutions from everyday situations (e.g.) counting the number of children in the class, using the calendar to teach counting).</p> <p>Use informal counting strategies to find solutions.</p> <p>Estimate the number in a collection to 100 and then compare by counting the actual items in the collection</p> <p>Understand mathematical statements can be true or false and supported by evidence</p>	<ul style="list-style-type: none"> * Numeration: Counting, reading, writing, renaming numbers to 100 * Money: making change * Estimation and Mental-Math Strategies: using front end digits; using a reference point or a bench mark; counting on or back; breaking numbers apart; using 10's or 100's to add or subtract * Whole Number Addition: meanings of addition; using concrete models; adding 2-digit numbers; adding money; estimation and mental math * Whole Number Subtraction: basic facts and fact strategies; using concrete/pictorial models; subtracting 2-digit numbers; subtracting money; estimation and mental math * Real world connections <p>Formulate problems and solutions from everyday situations (e.g.) counting the number of children in the class, using the calendar to teach counting).</p> <p>Use informal counting strategies to find solutions.</p> <p>Estimate the number in a collection to 100 and then compare by counting the actual items in the collection</p> <p>Understand mathematical statements can be true or false and supported by evidence</p>

<p>Skills</p>	<ul style="list-style-type: none"> * finding closest ten * before, after and between * Using ordinal numbers for position * Counting, reading and renaming numbers * Comparing and ordering to 100 * place value-develop an understanding of the base ten system. *Recognize the meaning of zero in the place value system(0-100) * skip counting-to 100 by 2's, 5's, 10's. *rounding *even/odd numbers-Use concrete materials to justify a number as odd or even. * using data from a chart *counting and showing amounts coins and dollars * comparing amounts of money * ways to show the same amount * making change *decimal notation for money *Know and recognize coins and bills (\$1,\$5,\$10and \$20) * counting on or counting back-from 100 by 1's 5's 10's using a number chart. * Problem of the Day * Word Bank Vocabulary Words: tens, ones, digit, number word, organized list, greater than, equal to, about, closest ten, before, after, between, skip counting, pattern, even, odd, ordinal number, coin, cent, dime, nickel, penny, quarter, half dollar, greatest value, least value, record, table, tally mark, change, price, dollar bill, dollar coin, dollar sign, decimal point, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth 	<ul style="list-style-type: none"> * add multiple of 10 to a two-digit number * add a one-digit number to a two-digit number * mental math * add a two-digit number to a two-digit number * estimating sums * subtract a multiple of 10 from a two-digit number * subtract a two-digit number from a two-digit number * estimating differences * problem solving strategies: try, check and revise; look back and check * numeric pattern made by repeating adding or subtracting the same number * find a missing part of 100 when the given part is a multiple of 5 or 10 * Problem of the Day * Word Bank Vocabulary Words: mental math, tens digit, ones digit, estimate, more, less, revise, pattern
<p>Assessment</p>	<ul style="list-style-type: none"> * Diagnostic check points * Cumulative review and test prep and workbook 	<ul style="list-style-type: none"> * Diagnostic check points * Cumulative review and test prep

	<p>chapter test</p> <ul style="list-style-type: none"> * Scott Foresman/Addison Wesley Ch. 3 Test * Teacher observations * math journals * Mad Minutes addition and subtraction 1-10 ** Quarterly Math Assessment (after completion of chapter 3) 	<p>and workbook chapter test</p> <ul style="list-style-type: none"> * Scott Foresman/Addison Wesley Ch. 4 Test * Teacher observations * math journals * Mad Minutes addition and subtraction 1-10
<p>Resources</p>	<p>Scott Foresmann/Addison Wesley Math Kit Grade 2</p> <p>Practice Workbook, Problem of the Day Binder, Vocabulary Cards, Assessment Book, Reteach , Practice Books, Problem solving Workbook, Teaching Tools Masters, and Enrichment and Home-School Connection</p> <p>Money Bingo</p> <p>Money matching games</p> <p><u>Alexander, Who Used to Be Rich Last Sunday</u> by: Judith Viorst</p> <p><u>How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty</u> By: Nathan Zimelman</p> <p><u>First, Second</u> by: Danhiil Kharms</p> <p><u>Deena's Lucky Penny</u> by: Barbara de Rubertis</p>	<p>Scott Foresmann/Addison Wesley Math Kit Grade 2</p> <p>Practice Workbook, Problem of the Day Binder, Vocabulary Cards, Assessment Book, Reteach , Practice Books, Problem solving Workbook, Teaching Tools Masters, and Enrichment and Home-School Connection</p> <p><u>From One to One Hundred</u> by: Teri Sloat</p> <p><u>One Hundred Hungry Ants</u> by: Elinor J. Pinczes</p>
<p>Standard Alignment</p>	<p>ElementaryMST (Mathematical Reasoning) 3.1.1, 3.1.2, 3.1.3, 3.1.4</p> <p>MST (Modeling/Multiple Representation) 3.4.1, 3.4.2, 3.4.3, 3.4.5</p> <p>MST (Number and Numeration) 3.2.3</p> <p>MST (Operations) 3.3.1, 3.3.2, 3.3.3, 3.3.4</p> <p>MST (Patterns/Functions) 3.7.1, 3.7.2, 3.7.3, 3.7.4, 3.7.5, 3.7.6, 3.7.8</p>	<p>ElementaryMST (Mathematical Reasoning) 3.1.1, 3.1.2, 3.1.3, 3.1.4</p> <p>MST (Modeling/Multiple Representation) 3.4.1, 3.4.2, 3.4.3</p> <p>MST (Number and Numeration) 3.2.2, 3.2.3</p> <p>MST (Operations) 3.3.1, 3.3.2, 3.3.3, 3.3.4</p> <p>MST (Patterns/Functions) 3.7.1, 3.7.2, 3.7.3, 3.7.4, 3.7.5, 3.7.6, 3.7.8</p>

Second Grade Math Map

Grade: PK to 5

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Developed by: *Barbara Bero, June Bedore, Lana Blum, Stacey Clark*

From: September 2007 to June 2008 (10 months)

Map Status: In Progress - Shared

Mapping Category	January 2009	February 2009
Theme	Two-digit Addition NY Standards: 2.N.16; 2.N6; 2.N8	Two-digit Subtraction NY Standards: 2.N.16;
Content	<ul style="list-style-type: none"> * Numeration: rounding * Estimation and Mental Math Strategies: rounding whole numbers and decimals; breaking apart numbers * Whole-Number Addition: using concrete and pictorial models; adding 2-digit numbers; adding money; three or more addends; choosing a computation method; estimation and mental math * Patterns, Properties, and Expressions: making generalizations and predictions * Problem solving skills: use data from a picture, graph or table * Problem solving strategies: try, check and revise * Algebra * Real world connections Formulate problems and solutions from everyday situations (e.g.,) counting the number of children in the class, using the calendar to teach counting). Use informal counting strategies to find solutions. Estimate the number in a collection to 100 and then compare by counting the actual items in the collection Understand mathematical statements can be true or false and supported by evidence 	<ul style="list-style-type: none"> * Numeration: concrete/pictorial and number-line models * Whole Number Subtraction: basic facts and fact strategies; subtracting two-digit numbers; subtracting money; choosing a computation method; subtraction expressions/sentences; equations; estimation and mental math * Problem-Solving Skills: using a calculator or computer * Real world connections Formulate problems and solutions from everyday situations (e.g.,) counting the number of children in the class, using the calendar to teach counting). Use informal counting strategies to find solutions. Estimate the number in a collection to 100 and then compare by counting the actual items in the collection Understand mathematical statements can be true or false and supported by evidence
Skills	* Addition and Subtraction Patterns	* Ways to add

	<ul style="list-style-type: none"> * Finding parts of 100 * Look back and check * Adding with and without regrouping * Recording additions * Adding two-digit numbers with and without regrouping * Practice with two-digit addition * Adding money * Adding three numbers * Estimating sums * Strategy--try, check and revise * Problem of the Day * Word Bank Vocabulary Words: add, regroup, sum, two digit number, data, table estimate 	<ul style="list-style-type: none"> * Try, check and revise * Subtracting with and without regrouping * Recording subtraction * Subtracting two-digit numbers with and without regrouping * Practice two-digit subtraction * Write a number sentence * Subtracting money * Using addition to check subtraction * Estimating differences * Problem of the Day * Word Bank Vocabulary Words: subtract, regroup, difference, number sentence, fact, price, change, estimate, information
Assessment	<ul style="list-style-type: none"> * Diagnostic check points * Cumulative review and test prep and workbook chapter test * Scott Foresman/Addison Wesley Ch. 5 Test * Teacher observations * math journals * Mad Minutes addition and subtraction 1-10 	<ul style="list-style-type: none"> * Diagnostic check points * Cumulative review and test prep and workbook chapter test * Scott Foresman/Addison Wesley Ch. 6 Test * Teacher observations * math journals * Mad Minutes addition and subtraction 1-10 *Quarterly Assessment Chapter 1-6
Resources	<p>Scott Foresman/Addison Wesley Math Kit Grade 2</p> <p>Practice Workbook, Problem of the Day Binder, Vocabulary Cards, Assessment Book, Reteach , Practice Books, Problem solving Workbook, Teaching Tools Masters, and Enrichment and Home-School Connection</p>	<p>Scott Foresman/Addison Wesley Math Kit Grade 2</p> <p>Practice Workbook, Problem of the Day Binder, Vocabulary Cards, Assessment Book, Reteach , Practice Books, Problem solving Workbook, Teaching Tools Masters, and Enrichment and Home-School Connection</p>

	<p><u>Mission Addition</u> by: Loreen Leedy</p>	<p><u>The Doorbell Rang</u> By: Pat Hutchins</p> <p><u>Betcha!</u> by: Stuart J. Murphy</p>
<p>Standard Alignment</p>	<p>ElementaryMST (Mathematical Reasoning) 3.1.1, 3.1.2, 3.1.3, 3.1.4 MST (Modeling/Multiple Representation) 3.4.1, 3.4.2, 3.4.3 MST (Number and Numeration) 3.2.2, 3.2.3 MST (Operations) 3.3.1, 3.3.2, 3.3.3, 3.3.4 MST (Patterns/Functions) 3.7.1, 3.7.2, 3.7.3, 3.7.4, 3.7.5, 3.7.6, 3.7.8</p>	<p>ElementaryMST (Mathematical Reasoning) 3.1.1, 3.1.2, 3.1.3, 3.1.4 MST (Modeling/Multiple Representation) 3.4.1, 3.4.2, 3.4.3 MST (Number and Numeration) 3.2.1, 3.2.2, 3.2.3 MST (Operations) 3.3.1, 3.3.2, 3.3.3, 3.3.4 MST (Patterns/Functions) 3.7.1, 3.7.2, 3.7.3, 3.7.4, 3.7.5, 3.7.6, 3.7.8</p>

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Mapping Category	March 2009	April 2009
Theme	Geometry and Fractions NY Standards: 2.G.1; 2.G.2; 2.G.3; 2.G.4; 2.G.5; 2.G.6;	Time, Data, and Graphs NY Standards: 2.M.9; 2.M.10; 2.S.1; 2.S.2; 2.S.3; 2.S.4; 2.S.5; 2.N.15; 2.N.16; 2.N.17
Content	<p>* Numeration: concrete/pictorial and number line models;</p> <p>* Fraction concepts: concrete/pictorial models for part of a whole/part of a set; reading and writing fractions</p> <p>* Plane shapes and solid figures: identifying polygons; sides and corners/vertices; identifying solid figures; faces, edges, vertices; combining shapes; subdividing shapes; relating plane shapes to solid figures; symmetry; identifying and drawing patterns for solids; drawing figures; visual thinking; geometric models for real-life world situations</p> <p>* Classifying figures: congruent figures; slides, flips and turns; polygons; polyhedrons/solid shapes</p> <p>* Real world connections</p> <p>Formulate problems and solutions from everyday situations (e.g.,) counting the number of children in the class, using the calendar to teach counting).</p> <p>Use informal counting strategies to find solutions.</p> <p>Estimate the number in a collection to 100 and then compare by counting the actual items in the collection</p> <p>Understand mathematical statements can be true or false and supported by evidence</p>	<p>* Numeration: Concrete/pictorial and number line models</p> <p>* Time: Nearest hour/half hour; minutes before/after the hour; reading schedules; elapsed time; estimating time; calendar; relationships between units of time; A.M. and P.M.</p> <p>* Graphs: reading and making graphs; pictographs/real graphs; bar graphs; line plots; naming ordered pairs</p> <p>* Data Collection and analysis: collecting and organizing data; tally charts; taking a survey; interpreting data</p> <p>* Patterns, Properties and Expressions: venn diagrams</p> <p>* Real world connections</p> <p>Formulate problems and solutions from everyday situations (e.g.,) counting the number of children in the class, using the calendar to teach counting).</p> <p>Use informal counting strategies to find solutions.</p> <p>Estimate the number in a collection to 100 and then compare by counting the actual items in the collection</p> <p>Understand mathematical statements can be true or false and supported by evidence</p>
Skills	<p>* Identify solid figures and count their flat</p>	<p>* telling time to five minutes</p>

	<p>surfaces, vertices and edges</p> <ul style="list-style-type: none"> * Relating plane shapes to solid figures * Using data from a picture * Solve problems by matching solid figures with their two-dimensional nets. * Recognize and name trapezoids, parallelograms, and hexagons and identify the number of sides and angles in a polygon. * Identify and create congruent figures. * Perform a slide, flip and turn on an object and identify the resulting orientation. * Identify and create symmetrical shapes. * Solve a problem by using logical reasoning. * Determine whether a shape has been divided into equal or unequal parts; identify halves, thirds, and fourths * Identify and show a unit fraction of a region * Identify and show any fraction of a region * Estimate the fraction for a given part of a region * Identify and show fractions of a set of objects * Use mathematics to show and understand social phenomena(e.g., count and represent sharing cookies between friends) * Problem of the Day * Word Bank Vocabulary Words: solid figure, cube, rectangular prism, sphere, pyramid, cylinder, cone, flat surface, vertex (vertices, edge, plane shapes, circle, square, triangle, rectangle, net, trapezoid, parallelogram, hexagon, side, angle, congruent, slide, flip, turn, line of symmetry, equal, halves, thirds, fourths, unequal, fraction, estimate 	<ul style="list-style-type: none"> * telling time after the hour * telling time before the hour * estimating time * elapsed time * A.M. and P.M. * Using a calendar * Equivalent times * Recording data from a survey * using a venn diagram * pictographs * bar graphs * line plots * Problem of the Day * TONYSS parallel task practice/probability using a circle graph and spinner, marbles in bag/jar...least, most likely to be picked as examples of tasks * Word Bank Vocabulary Words: hour hand, minute hand, hour, half hour, quarter past, half past, after, before, quarter to, midnight, AM, noon, PM, calendar, equivalent, survey, data, Venn diagram, pictograph, bar graph, bar graph, line plot, coordinate graph, ordered pair, grid, located, analog, digital
<p>Assessment</p>	<ul style="list-style-type: none"> * Diagnostic check points * Cumulative review and test prep and workbook chapter test * Scott Foresman/Addison Wesley Ch. 7 Test * Teacher observations 	<ul style="list-style-type: none"> * Diagnostic check points * Cumulative review and test prep and workbook chapter test * Scott Foresman/Addison Wesley Ch. 8 Test * Teacher observations

	<p>* math journals</p> <p>* Mad Minutes addition and subtraction 1-18</p>	<p>* math journals</p> <p>* Mad Minutes addition and subtraction 1-18</p>
Resources	<p>Scott Foresman/Addison Wesley Math Kit Grade 2</p> <p>Practice Workbook, Problem of the Day Binder, Vocabulary Cards, Assessment Book, Reteach , Practice Books, Problem solving Workbook, Teaching Tools Masters, and Enrichment and Home-School Connection</p> <p><u>Grandfather Tang's Story</u> by: Ann Tompert</p> <p><u>The Hershey's Fraction Book</u> by: Jerry Pallotta</p> <p><u>Shapes, Shapes, Shapes</u> by: Tana Hoban</p> <p><u>Eating Fractions</u> by: Bruce McMillian</p>	<p>Scott Foresman/Addison Wesley Math Kit Grade 2</p> <p>Practice Workbook, Problem of the Day Binder, Vocabulary Cards, Assessment Book, Reteach , Practice Books, Problem solving Workbook, Teaching Tools Masters, and Enrichment and Home-School Connection</p> <p><u>Clocks and More Clocks</u> by: Pat Hutchins</p> <p><u>Tiger Math</u> by: Ann Whitehead</p>
Standard Alignment	<p>ElementaryMST (Mathematical Reasoning) 3.1.1, 3.1.2, 3.1.3, 3.1.4</p> <p>MST (Modeling/Multiple Representation) 3.4.1, 3.4.2, 3.4.3, 3.4.5</p> <p>MST (Number and Numeration) 3.2.1, 3.2.2, 3.2.4</p> <p>MST (Operations) 3.3.1, 3.3.2, 3.3.4</p> <p>MST (Patterns/Functions) 3.7.1, 3.7.2, 3.7.3, 3.7.4, 3.7.5, 3.7.6, 3.7.7, 3.7.8</p>	<p>ElementaryMST (Mathematical Reasoning) 3.1.1, 3.1.2, 3.1.3, 3.1.4</p> <p>MST (Modeling/Multiple Representation) 3.4.1, 3.4.2, 3.4.3</p> <p>MST (Number and Numeration) 3.2.1, 3.2.2, 3.2.3</p> <p>MST (Operations) 3.3.1, 3.3.2, 3.3.3, 3.3.4</p> <p>MST (Patterns/Functions) 3.7.1, 3.7.2, 3.7.3, 3.7.4, 3.7.5, 3.7.6, 3.7.8</p>

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Mapping Category	May 2009	June 2009
Theme	<p>Measurement and Probability</p> <p>NY Standards: 2.M.1; 2.M.4; 2.M.5; 2.M.10; 2.N.16; 2.S.2; 2.S.4; 2.M.5;</p> <p>Numbers to 1,000</p> <p>NY Standards: 2.A.2; 2.N.5; 2.N.6; 2.N.9; 2.N.13; 2.S.4</p>	<p>Addition and Subtraction of Three-Digit Numbers</p> <p>NY Standards: Readiness for a later New York Core Curriculum Standard</p>
Content	<p>Length, Weight/Mass, capacity, and Temperature:</p> <ul style="list-style-type: none">*comparing and ordering using direct comparison*customary units*metric units*length, capacity, weight/mass <p>Probability</p> <p>Place value to 1,000</p> <p>Number patterns:</p> <ul style="list-style-type: none">*before, after, between*ordering numbers <p>* Real world connections</p> <p>Formulate problems and solutions from everyday situations (e.g.) counting the number of children in the class, using the calendar to teach counting).</p> <p>Use informal counting strategies to find solutions.</p> <p>Estimate the number in a collection to 100 and then compare by counting the actual items in the collection</p> <p>Understand mathematical statements can be true or false and supported by evidence</p>	<p>3-Digit Addition and Subtraction</p> <p>Using mental math to add and subtract</p> <p>Adding and subtracting with models</p> <p>Adding and subtracting three-digit numbers</p> <p>Finding missing parts</p> <p>Ways to find missing parts</p> <p>Problem solving</p> <p>Operations</p> <p>* Real world connections</p> <p>Formulate problems and solutions from everyday situations (e.g.) counting the number of children in the class, using the calendar to teach counting).</p> <p>Use informal counting strategies to find solutions.</p> <p>Estimate the number in a collection to 100 and then compare by counting the actual items in the collection</p> <p>Understand mathematical statements can be true or false and supported by evidence</p>

<p>Skills</p>	<p>Measurement: *Understanding length and height; inches, feet, and yards; centimeters and meters; capacity; cups, pints and quarts; liters</p> <p>*Use standard and nonstandard representations</p> <p>*Understanding weight; pounds and ounces; grams and kilograms; temperature: Fahrenheit and Celsius</p> <p>* Understanding volume</p> <p>*Understanding and using probability</p> <p>Place Value:</p> <p>*building 1,000; counting hundreds, tens and ones; writing numbers to 1,000</p> <p>Number Patterns:</p> <p>*Number patterns: before, after and between; ordering numbers; looking for a pattern</p> <p>* Word Bank Vocabulary Words: height, length, inch, ruler, foot, width, yard, yardstick, centimeter, meter, meter stick, perimeter, area, square unit, capacity, cup, pint, quart, liter, volume, cubic units, weight, pound, ounce, kilogram, gram, Celsius, Fahrenheit, temperature, degrees, predict, more likely, equally likely, less likely, equally likely, certain, probable, impossible, hundreds, thousands, three-digit number, digit, expanded form, standard form, number word, mental math compare, equals, greater than, less than, data, chart, before, after, between, order, least, greatest, increase, decrease, lighter, heavier</p>	<p>Numeration:</p> <p>*Numbers to 1,000; comparing and ordering numbers; place value relationships and value; skip counting and rounding</p> <p>Whole Number Addition:</p> <p>*Adding numbers up to 3 digits; problem solving</p> <p>* Estimating sums</p> <p>Whole Number subtraction:</p> <p>* Subtracting 3 digit numbers</p> <p>* Estimating differences</p> <p>Whole Number Multiplication:</p> <p>*meanings of multiplication; related to addition; properties; using concrete/pictorial models; building arrays; veridical form</p> <p>Whole Number Division:</p> <p>* meanings of division; division stories; using concrete/pictorial models</p> <p>* Word Bank Vocabulary Words: three - digit number, estimate, regroup, equal group, multiply, multiplication sentence, times, product, array, factor, vertical, equal share, divide, division sentence, divided by</p>
<p>Assessment</p>	<p>* Diagnostic check points</p> <p>* Cumulative review and test prep and workbook chapter test</p> <p>* Scott Foresman/Addison Wesley Ch. 9 and 10 Tests</p> <p>* Teacher observations</p> <p>* math journals</p> <p>* Mad Minutes addition and subtraction 1-18</p>	<p>* Diagnostic check points</p> <p>* Cumulative review and test prep and workbook chapter test</p> <p>* Scott Foresman/Addison Wesley Ch. 11 and 12 Tests</p> <p>* Teacher observations</p> <p>* math journals</p> <p>* Mad Minutes addition and subtraction 1-18</p>

	<p>* Quarterly Assessment Chapters 1-9 Test</p> <p>TONYSS test of NY standards</p>	<p>* Cum. Quarterly Chapters 1-12 Book test</p>
<p>Resources</p>	<p>Scott Foresman/Addison Wesley Math Kit Grade 2</p> <p>Practice Workbook, Problem of the Day Binder, Vocabulary Cards, Assessment Book, Reteach , Practice Books, Problem solving Workbook, Teaching Tools Masters, and Enrichment and Home-School Connection</p> <p><u>Length</u> by: Henry Pluckrose</p> <p><u>Roman Numerals I to MM</u> by: Arthur Geisert</p> <p>BOCES Measurement Kit</p>	<p>Scott Foresman/Addison Wesley Math Kit Grade 2</p> <p>Practice Workbook, Problem of the Day Binder, Vocabulary Cards, Assessment Book, Reteach , Practice Books, Problem solving Workbook, Teaching Tools Masters, and Enrichment and Home-School Connection</p> <p><u>Stay in Line</u> by: Teddy Slater</p> <p><u>One Hungry Cat</u> by: Joanne Rocklin & Marilyn Burns</p>
<p>Standard Alignment</p>	<p>ElementaryMST (Mathematical Reasoning) 3.1.1, 3.1.2, 3.1.3, 3.1.4</p> <p>MST (Measurement) 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6</p> <p>MST (Modeling/Multiple Representation) 3.4.1, 3.4.2, 3.4.3, 3.4.4</p> <p>MST (Number and Numeration) 3.2.1, 3.2.3</p> <p>MST (Operations) 3.3.1, 3.3.2, 3.3.3, 3.3.4</p> <p>MST (Patterns/Functions) 3.7.1, 3.7.2, 3.7.3, 3.7.4, 3.7.5, 3.7.6, 3.7.8</p> <p>MST (Uncertainty) 3.6.1, 3.6.2, 3.6.3, 3.6.4, 3.6.5, 3.6.6, 3.6.7, 3.6.8</p>	<p>ElementaryMST (Mathematical Reasoning) 3.1.1, 3.1.2, 3.1.3, 3.1.4</p> <p>MST (Modeling/Multiple Representation) 3.4.1, 3.4.2, 3.4.3</p> <p>MST (Number and Numeration) 3.2.1, 3.2.2, 3.2.3</p> <p>MST (Operations) 3.3.1, 3.3.2, 3.3.3, 3.3.4</p> <p>MST (Patterns/Functions) 3.7.1, 3.7.2, 3.7.3, 3.7.4, 3.7.6, 3.7.8</p> <p>MST (Uncertainty) 3.6.1, 3.6.2, 3.6.3, 3.6.4, 3.6.5</p>