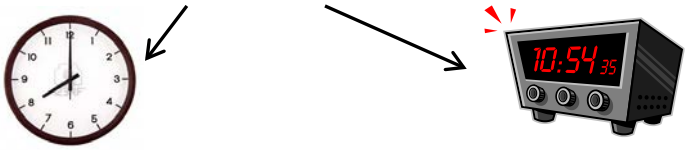
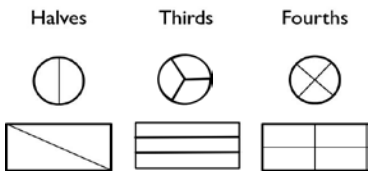
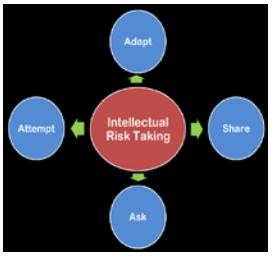
Second Grade Mathematics Newsletter

Marking Period 3, Part 2

MT	Learning Goals by Measurement Topic (MT) Students will be able to . . .
Operations and Algebraic Thinking	• write a repeated addition equation to represent the total number of objects in a rectangular array.  Repeated addition equations that this array represents: 3 + 3 + 3 + 3 = 12 4 + 4 + 4 = 12
Measurement and Data	• tell and write time from analog and digital clocks to the nearest 5 minutes using a.m. and p.m. 
Geometry*	• partition a rectangle into equal rows and columns and count to find the total number of parts. • partition circles and rectangles into halves, thirds, and fourths. • describe how the shapes can be partitioned in different ways to show equal shares. *Recorded on Marking Period 4 report card. 

It is essential for students in Grade 2 math to know all addition and subtraction facts within 20 by the end of the year.

	Thinking and Academic Success Skills (TASS)	
	It is…	In mathematics, students will . . .
Flexibility	being open and responsive to new and diverse ideas and strategies and moving freely among them.	• use different measurement tools to tell and write time. • make connections by observing the hands on a clock to identify how minutes and hours are related. • partition circles and rectangles in different ways to show equal shares are not always the same shape. • use prior knowledge and new information to create rectangular arrays.  Being open to new ideas
Intellectual Risk Taking	accepting uncertainty or challenging the norm to reach a goal.	• challenge each other to partition a rectangle into rows and columns to demonstrate repeated addition. • demonstrate an 'I can do it' attitude when solving challenging problems. • attempt new strategies to tell time in different ways (7:30, half-past seven, thirty minutes after seven).  • work with a peer to correct errors and modify strategies to solve problems.

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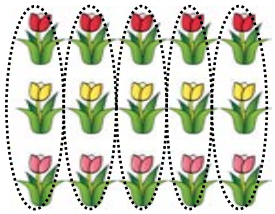
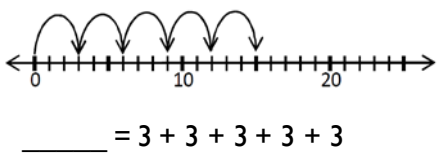
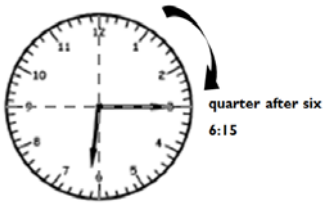
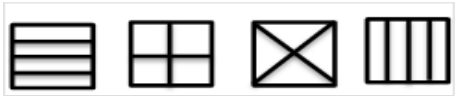
Marking Period 3, Part 2

Second Grade Mathematics Learning Experiences by Measurement Topic (MT)

MT	In school, your child will . . .	At home, your child can . . .
Operations and Algebraic Thinking	• represent the total number of objects in a rectangular array and write a repeated addition equation to match the array. • match an array to a number line drawing and an equation.   _____ = 3 + 3 + 3 + 3 + 3	• use small household items (macaroni, cookies, toothpicks, cotton balls, etc.) to make rectangular arrays (a set of objects arranged in equal rows and columns). -attempt to write repeated addition equations to match the array made. (3 + 3 + 3 + 3 + 3 = 15 buttons) -adjust thinking to create a different equation to match the array. (5 + 5 + 5 = 15 buttons) 
Measurement and Data	• tell and write time to the nearest quarter-hour and five minutes on analog and digital clocks using a.m. and p.m. • match a digital clock to an analog clock (half-hour and quarter-hour) and tell the time in multiple ways. 	• use both digital and analog clocks in the home to tell time. • practice telling and writing time in different ways (8:45 can also be said as quarter 'til nine, eight forty-five, or forty-five minutes after eight). <u>Website to support learning:</u> - http://jmathpage.com/JIMSMeasurementclocks.html
Geometry	• recognize that equal shares of the same whole may not have the same shape.  • partition and sort circles and squares into two, three, and four equal shares  • use 1-inch color tiles to partition rectangles into rows and columns of same-size squares and count to find the total number of squares	• help a parent cut equal shares of food items (pizza, cupcakes, casseroles, etc.) to show halves, thirds, and fourths. Discuss several ways to make equal shares. • look for examples of items in the environment that are partitioned into equal shares. Some examples may be found in your kitchen, in the grocery store, at sporting events, or in magazines.

CONTINUE TO PRACTICE ADDITION AND SUBTRACTION FACTS!

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