


2nd Grade Math Curriculum Bundle # 1

Title		Suggested Dates
Graphing & Addition/Subtraction Strategies (up to 18)		August 25 -September 11 (13 days)

Big Idea/Enduring Understanding	Guiding Questions
<p>Organization of information shows relationships</p> <p>Knowing basic facts will help build and expand math skills</p>	<p>What is the difference between bar-type graphs and pictographs?</p> <p>How do we read different graphs?</p> <p>What patterns can be read by a graph?</p> <p>What strategies can be used for adding and subtracting two given numbers?</p> <p>How can numbers be used in our world?</p> <p>What addition and subtraction strategy works for you?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above) Teachers will use Math Investigations as the main instructional resource. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with the TEKS.	
<p>2.11 The student organizes data to make it useful for interpreting information.</p> <p>2.11A Construct picture graphs and bar-type graphs.</p> <p><i>Note: Do various getting to know you graphs for the first week. This should be a basic review/introduction to bar-type and picture graphs. Graphing should be an on-going activity throughout 2nd grade. Analyzing and interpreting graphs will be covered in Bundle 4.</i></p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • create different ways to collect and sort data • label graphs appropriately including key/legend • construct both horizontal and vertical bar-type graphs or picture graphs using various increments such as 1, 2, 5, 10 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 20 Lessons 1 - 4</p>
<p>2.11 The student organizes data to make it useful for interpreting information.</p> <p>2.11B Draw conclusions and answer questions based on picture graphs and bar-type graphs.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Answer questions such as how many more, how many altogether, how many together using 2 categories, etc. 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 20 Lesson 6</p>

2nd Grade Math Curriculum Bundle # 1

<p>2.3 The student adds and subtracts whole numbers to solve problems.</p> <p>2.3A Recall and apply basic addition and subtraction facts to (18).</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Use recognition of adding 1 & 2, making ten (ex: 9+9 You would take one from 9 and you have 8 leftover so 10+8=18, hence 9+9=18) to help recall, using ten frames 	<p><u>Counting Coins and Combinations</u> Unit 1</p> <p>Investigations 1 Session 1, pages 28 – 34 Session 3, pages 41-45</p> <p>Investigations 2 Session 6, Activity 2, pages 95 – 99</p>	<p><u>Envision</u> Topic 2 Lessons 1, 6 – 7</p> <p><u>Envision</u> Topic 3 Lesson 1</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R.</u> Ten’s Frame Facts #73</p>
<p>2.8 The student recognizes that a line can be used to represent a set of numbers and its properties.</p> <p>2.8A Use whole numbers to locate and name points on a number line.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Use a number line as an addition and subtraction strategy (only up to 18) 	<p>Investigations 3 Sessions 1 – 5, pages 110 - 132</p>	<p><u>Small Group Lessons/Centers</u></p> <p><u>Region IV Prep</u> Numbers on a Line Lesson Pages 122-128</p>
<p>2.5 The student uses patterns in numbers and operations.</p> <p>2.5C Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, $17 - 9 = 8$.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • create and extend patterns and describe the rule in words when making ten or when adding 1 & 2 • Making ten using ten frames (ex: $9+9 = 9+1+8$) • Using a number line to jump ahead to add and jump back to subtract • Using a hundreds chart to jump ahead and move back when adding and subtracting 		<p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R.</u> Make Them Equal 10 #79</p>
<p>2.13 The student communicates about Grade 2 mathematics using informal language.</p> <p>2.13B Relate informal language to mathematical language and symbols.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. • Using +, -, and = symbols 		