

Common Core Mathematics Curriculum - Grade 2

- The following is an annotated curriculum for teaching the Grade 2 Common Core State Standards (CCSS) for Math. Both instruction and content are provided on the Internet, accessed using the links provided. Specific links are provided for each topic. Additionally, there are several general links that teachers may wish to access for additional: background material, audio-visual aids and materials for students.

Content Standards: Kindergarten Through Grade Eight

<http://illustrativemathematics.org/standards/k8>

Common Core Standards Illustrations

<http://www.mathscore.com/math/standards/Common%20Core/3rd%20Grade/>

Interactive games and lesson; large number of printables

<http://www.helpingwithmath.com/>

Standards Progression for Grades K-5 Operations and Algebraic Thinking; See pages 1-7 and 18-21

http://commoncoretools.files.wordpress.com/2011/05/ccss_progression_cc_0a_k5_2011_05_302.pdf

Standards Progression for Grades K-5 Number and Operations in Base Ten; See pages 1-4 and pages 8-10

http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf

Standards Progression for Grades 2-5 in Measurement and Data: See pages 1-7

http://commoncoretools.files.wordpress.com/2011/06/ccss_progression_md_k5_2011_06_20.pdf

- Curriculum tasks are presented in a logical sequence, rather than in the order in which the Common Core Standards are listed. The intent is that each task builds on the previous.
- The list of tasks presented is in no way implies that each math concept is a separate isolated topic or that each topic should only be taught only once.
- It is extremely important that students verbalize the reasoning they use while thinking about math problems. Verbalization is not only valuable to the student solving the problem but to the rest of the class as well. This is clearly demonstrated in the following video recommended to all teachers:

An example of verbalization in the classroom. (3:09)

http://mathsolutions.com/MathTalk/videos/CRD_Gr1.html

Problems for which verbalization is especially valuable are marked by with the notation **< Verbalize >**.

- Math concepts 1 - 8, 13, 18, and 22 - 24 address the Operations and Algebraic Thinking Domain. Generally, students are expected to represent and solve problems involving addition and subtraction and work with equal groups of objects to gain a foundation for multiplication.
- Math concepts 9 - 12 and 14 - 17 address some of the Number and Operations in Base Ten Domain of the first grade math curriculum as a prerequisite for the Grade 2 curriculum. Concepts 19-21 and 25-35 address the Number and Operations in Base Ten Domain of the second grade curriculum. Students are expected to understand place value and use place value and operations properties to add and subtract.
- Math concepts 36 - 46 address the Measurement and Data domain of the second grade math curriculum. Students should be able to measure and estimate lengths in standard units, relate addition and subtraction to length, work with money, and represent and interpret data.
- Math concepts 47 - 51 address the Geometry domain of the second grade math curriculum. Students should be able to reason with shapes and their attributes.

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Number	Math Concept	Standards and References
<p>Math concepts 1 through 8 address the Operations and Algebraic Thinking Domain of the first grade math curriculum. This is to review and provide a foundation for the second grade Operations and Algebraic Thinking Domain standards.</p>		
1	<p>Learn to automaticity the "partner" addends that equal 5 < Verbalize ></p>	<p>Review to prepare for 2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
	<p>TEACHER RESOURCE: Lesson plan on partner addends for 5 using "The Little Caterpillars" poem</p>	<p>http://www.learnnc.org/lp/pages/3504?ref=search</p>
	<p>ACTIVITY: Cover counters, specify what has been covered from counters visible</p>	<p>http://www.illustrativemathematics.org/illustrations/70</p>
2	<p>Learn to automaticity addends that "partner" to equal 10 < Verbalize ></p>	<p>2.OA.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (See standard 1.OA.6 for a list of mental strategies.)</p>
	<p>ACTIVITY: Two addends total a number. The student is shown one addend and the total (up to 10). The student must specify the other addend</p>	<p>https://www.juab.k12.ut.us/index.php?option=com_content&view=article&id=1061:1st-grade-number-sense</p>
	<p>SONG: for teaching addend pairs for 10</p>	<p>http://www.youtube.com/watch?v=XpoFwxKBwE8&feature=related</p>
	<p>INTERACTIVE GAME: for teaching addend pairs for 10</p>	<p>http://www.ictgames.com/spacejumps.html</p>
	<p>INTERACTIVE GAME: for teaching addend pairs for 10</p>	<p>http://www.helpingwithmath.com/resources/games/drag_add_to10/AddingToTen.html</p>
	<p>WORKSHEETS: Missing addend required for sum up to 10.</p>	<p>http://worksheetplace.com/index.php?function=DisplayCategory&showCategory=Y&links=3&id=353&link1=40&link2=14&link3=353</p>
	<p>TEACHER LESSON: Video on making tens with ten frame (1:27)</p>	<p>http://www.youtube.com/watch?feature=endscreen&v=FXMMfqiQ9RA&NR=1</p>
3	<p>Relate partner addends for 5, 10 to number line < Verbalize ></p>	<p>See 2.OA.2 above</p>
	<p>INTERACTIVE VIDEO ACTIVITY - Show absolute difference between start and stop numbers (hundredths to hundreds) on a number line</p>	<p>http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/mw/manip/mn_popup.shtml&filename=nmb1_int&ti</p>
	<p>INTERACTIVE NUMBER LINE: To count forward/backward</p>	<p>http://www.mathisfun.com/numbers/number-line-scroll.html</p>

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	TEACHER RESOURCE: How to teach addition & subtraction using number lines--limit range to 0 to 10	http://www.ehow.com/how_8569041_teach-subtraction
	INTERACTIVE ACTIVITY: Use a number line to show the result of addition and subtraction problems up to 10.	http://www.funbrain.com/cgi-bin/nl.cgi?A1=c&A2=0&A3=4&A4=[4][1][3][1]&A11=1&A12=1
4	Explicitly recognize that adding zero does not change a number's value < Verbalize >	See 2.OA.2 above
	SUGGESTED ACTIVITY	Use a number line and make jumps of zero and discover what happens
	SUGGESTED ACTIVITY	Use counters and add or subtract zero and discover what happens
5	Learn to automaticity the doubles from 1 to 10 < Verbalize >	See 2.OA.2 above
	SONG: for learning doubles to 5	http://www.youtube.com/watch?NR=1&feature=endscreen&v=auem1DFtDrY
	SONG: for learning doubles to 10	http://www.youtube.com/watch?v=yFuskIXXQa4
	WORKSHEET: Practice doubles addition and subtraction	http://www.helpingwithmath.com/printables/worksheets/basic_facts/wor0201basic_facts07a.htm
6	Learn the addends that equal 20 for 11 to 19	See 2.OA.2 above
	WORKSHEETS: Number line addition practice	http://www.math-aids.com/Number_Lines/Adding_Number_Lines.html
	INTERACTIVE ACTIVITY: Number line to count forward/backward	http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/mw/manip/mn_popup.thtml&filename=nmb1_int&ti
	GAME: Learn missing addend - Play the bean game using 20 beans	http://www.uen.org/Lessonplan/preview?LPid=14358
7	Learn to add numbers from 0 to 20 by decomposing to formulate problems as a benchmark + addend, using doubles, counting forward, number line jumping < Verbalize >	See 2.OA.2 above
	TEACHER RESOURCE: Mental Math Addition Strategies	http://www.youtube.com/watch?v=wZmIDfRekPU

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	VIDEO LESSONS: Chapter 1 - Use addition strategies to find sums	http://www.sadlier-oxford.com/math/mc_reteach.cfm?grade=2&sp=student
	WORKSHEETS FOR METHODS TO LEARN ADDITION AND SUBTRACTION: See Methods to learn addition and subtraction. 25 links to worksheets for practicing different methods of addition and subtraction	http://www.helpingwithmath.com/by_grade/grade1/1OA06.htm
	SUGGESTED ACTIVITY: Have students practice for several minutes on a daily basis and have students verbalize their strategies. See link to video example. (3:23)	http://mathsolutions.com/MathTalk/videos/CRD_Gr1.html
	GAME: Doubles Plus 1 Game	http://www.k-5mathteachingresources.com/support-files/doubles-plus-one.pdf
	GAME: Doubles Minus 1 game	http://www.k-5mathteachingresources.com/support-files/doubles-minus-one.pdf
8	Learn to subtract numbers from 0 to 20 by decomposing to formulate problems as a benchmark - subtrahend, counting backward, decomposing, etc < Verbalize >	See 2.OA.2 above
	SUGGESTED ACTIVITY: Have students practice subtraction using decomposition (e.g. $20-13 = 20-10-3$; $12 - 8 = 10 - 8 + 2$) for several minutes on a daily basis and have students verbalize their strategies. See linked video example. (3:23)	http://mathsolutions.com/MathTalk/videos/CRD_Gr1.html
	TEACHER RESOURCE: A number of games and worksheets to build skills in second grade math (see especially OA and NBT domains)	http://www.helpingwithmath.com/by_grade/gr2_cc_skills.htm
	WORKSHEET: Doubles Subtraction & Right Next To Each Other	http://www.helpingwithmath.com/resources/math_facts/mat_basic_facts04.htm
	WORKSHEET: Doubles Subtraction & 2 Ladder	http://www.helpingwithmath.com/resources/math_facts/mat_basic_facts05.htm
Math concepts 9 through 12 address some of the Number and Operations in Base Ten Domain, learning to count within 1000, and to read and write numbers within 1000.		
9	Learn to count to 120 starting at any number	2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.
	GAME: Learning to count forward crossing a decade	http://www.illustrativemathematics.org/illustrations/405
	GAMES: Counting games	http://www.ictgames.com/counting.htm
	COUNTING WORKSHEET	http://www.superteacherworksheets.com/counting/missing-number-balloons-2digit_TWBWD.pdf

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	COUNTING WORKSHEET	http://www.superteacherworksheets.com/counting/missing-number-lines-2digit_TWBTW.pdf
	COUNTING WORKSHEET	http://www.superteacherworksheets.com/counting/missing-number-penguins-2digit_TWBTZ.pdf
	SUGGESTED ACTIVITY	Students should complete a numeral list from 1-120 where the list is organized into columns (e.g., 81-90, 101-110) and students should be able to verbalize the patterns seen the various rows (e.g. , each number in the first row ends in a 1; all numbers in the bottom row end in zero)
	SUGGESTED ACTIVITY	Students should organize randomized number cards from 1-120 into least to greatest groups of 10 (e.g., 81-90, 101-110) and students should be able to verbalize the patterns seen the various groups (e.g. , the first card in each group ends in a 1; the last card in each group ends in zero)
	SUGGESTED ACTIVITY	Student should use number cards to practice ordering of numbers, reading of numbers, adding 1 more, finding 1 less, etc.
10	Learn to read numbers to 120	2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
	SONG - Counting/reading numbers to 100	http://www.youtube.com/watch?v=sijJVm_Nhsl&feature=related
	TEACHER RESOURCE: Second Grade math Games, Lessons and Worksheets	http://www.softschools.com/grades/2nd_grade/math/
	INTERACTIVE LESSON: Missing number game	http://www.softschools.com/mathg.jsp
11	Locate numbers to 120 on a number line	2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
	WORKSHEET: Label the missing numbers on a number line	http://www.enchantedlearning.com/math/numberline/label100/
	NUMBER LINE GENERATOR	http://www.helpingwithmath.com/printables/others/NumberLineGenerator01.htm
12	Students should learn to count on a number line by 1s, 2s, 5s, 10s	2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.
	INTERACTIVE LESSON - Have students specify where skip will incept a Number line. Specify skip size and start point. Have the student click on each place the number line the skip will touch.	http://www.ictgames.com/numberlineJumpMaker/index.html
	SONG: Skip counting numbers	http://www.youtube.com/watch?v=te183d1PBBs

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Math concept 13 addresses the second grade Operations and Algebraic Thinking Domain with students learning to decompose numbers to do mental math.

13	Learn to decompose two-digit numbers into "how many tens?" and "how many ones?" < Verbalize >	2.OA.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (See standard 1.OA.6 for a list of mental strategies.)
	TEACHER LESSON: on place value; specifically, understanding tens and ones	http://www.youtube.com/watch?v=XHGbkjnQuBg
	VIDEO LESSON: #4 Place Value Centers - relates counting, grouping, and place-value concepts. (16:42)	http://www.learner.org/resources/series32.html?pop=yes&pid=878#
	VIDEO LESSON AND PRACTICE: One's and Ten's	http://www.dositey.com/2008/Products/Content/Include/PVOTH/1/1/launch.php
	LESSON PLAN AND RUBRIC: Place Value NOTE: may have to copy link and paste into browser	https://docs.google.com/viewer?a=v&q=cache:8t9yu_QGjIQJ:schools.nyc.gov/NR/rdonlyres/B8F6F552-ED31-498A-A1B6-4AA86018FE5D/0/NYCDOEG1MathNinasNumbers_Final.pdf+first+grade+blogs+decomposing+two-digit+numbers+into+%22how+many+tens+and+how+many+ones&hl=en&gl=us&pid=bl&srcid=ADGEEShFBk9mu4i_ujcLioFBrJh-flxQwr1puYSNa6Og-O2wNkj3LZBZ-yO8BRI5cQi5MHNk3IYX53k9Am3ZM_oueXMeLcR-SNnwy7myXdl5Cy4osRn4Ku7pOVMrz0scWiGx1KGyyCeo&sig=AHIEtbQCngdBbAyD6BOHOFiZRgYEKvA8Dw
	PLACE VALUE WORKSHEET GENERATOR	http://www.softschools.com/math/worksheets/place_value_concepts.jsp
	WORKSHEETS: Decomposing Numbers into Place Values	http://www.worksheetworks.com/math/numbers/placevalue/decompose.html
	INTERACTIVE GAME: Find the Value of the Underlined Digit	http://www.softschools.com/math/place_value/teaching_place_value/
	INTERACTIVE GAME: Tens and Ones	http://www.softschools.com/math/place_value/games/tens_and_ones/
	PLACE VALUE SONG: Ones, Tens, Hundreds (3:29)	http://www.youtube.com/watch?v=5W47G-h7myY&feature=related
	TEACHER LESSON VIDEO: Place Value and Addition (9:13)	http://www.youtube.com/watch?v=YbfFOCFISow
	ACTIVITY: Two activities on Place Value	https://docs.google.com/file/d/0B6zC45cAimWuYjEwYjEwMTItMjU2Ny00YTBlTgyOTMtYmQxYzU3MzRmYzBl/edit?pli=1
	INTERACTIVE ACTIVITY: Select 3 ways to decompose a number	http://www.sadlier-oxford.com/math/practice/gr2/Chapt_2/expand/0202.htm
	PLACE VALUE GAME: Bull's-eye	http://whattheteacherwants.blogspot.com/2011/03/place-value-k-2.html

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Math concepts 14 through 17 are a review from the Number Base Ten first grade curriculum and the Operations and Algebraic Thinking first grade curriculum.

14	Students should be able to show decomposition into tens and ones on a number line	2.OA.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (See standard 1.OA.6 for a list of mental strategies.)
	TEACHER LESSON: Teaching place value with tens and ones	http://www.helpingwithmath.com/printables/others/in0301number66.htm
15	Students should be able to compare 1-digit and 2-digit numbers (< , > , = , least, most) based on number of tens and ones < Verbalize >	
	VIDEO LESSON: Understanding Tens and Ones (12:53)	http://www.youtube.com/watch?v=XHGbkjnQuBg
	LESSON WITH SONG: For learning greater and less signs	http://www.songsforteaching.com/jennyfixmanedutunes/alligatorgreaterlessthan.htm
	NUMBER COMPARISON VIDEOS: Four videos to teach and test signs for equal, greater than and less than. (1:21 - 7:50)	http://www.onlinemathlearning.com/greater-than-symbol.html
	ACTIVITY: Which number is greater? Choose the sign	http://www.toonuniversity.com/flash.asp?err=509&engine=9
	INTERACTIVE ACTIVITY: Students choose the proper words for two numbers: equal, greater than or less than.	http://www.ixl.com/math/grade-1/comparing-numbers-up-to-100
	TEACHER LESSON: Ordering up to 10 numbers from Least to Greatest or Greatest to Least between benchmark numbers.	http://www.illustrativemathematics.org/illustrations/6
	PLACE VALUE GAME	http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/bead/questions/q4.htm
	PLACE VALUE GAME	http://www.ictgames.com/sharknumbers.html
16	Use concept of "forward" on number line to add numbers to 120	1.OA.6 review
	VIDEO LESSON: Using a number line (Chapter 2, Activity 2)	http://www.sadlier-oxford.com/math/mc_reteach.cfm?grade=2&sp=student
	TEACHER RESOURCE: Forward using Singapore Math	http://www.carsondellosa.com/cd2/images/Singapore/Singapore_Math_Intro.pdf
	TEACHER RESOURCE: Simple addition on a number line	http://www.ngfl-cymru.org.uk/vtc/20050218/Mathematics/Keystage1/additiono/numberlin/introduct/plenary.htm

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17	Use concept of "backward" on number line to subtract numbers to 120	1.OA.6 review
	VIDEO LESSON: Using a number line (Chapter 2, Activity 2)	http://www.sadlier-oxford.com/math/mc_reteach.cfm?grade=2&sp=student
	TEACHER RESOURCE: Backward using Singapore Math	http://www.carsondellosa.com/cd2/images/Singapore/Singapore_Math_Intro.pdf
	TEACHER RESOURCE: Simple addition on a number line	http://www.ngfl-cymru.org.uk/vtc/20050218/Mathematics/Keystage1/additiono/numberlin/introduct/plenary.htm
<p>Math concept 18 addresses the Operations and Algebraic Thinking Domain of the second grade math curriculum. Generally, students are expected to represent and solve problems involving addition and subtraction and work with equal groups of objects to gain a foundation for multiplication.</p>		
18	Solve one- and <u>two-step word</u> problems involving adding, putting together and comparing unknowns with drawings and on a number line within 100 < Verbalize >	2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the
	TEACHER LESSON: Adding two numbers together using a bar model.	http://www.illustrativemathematics.org/illustrations/1
	VIDEO LESSON: Solving word problems using a bar model. (9:50)	http://www.watchknowlearn.org/Video.aspx?VideoID=44411&CategoryID=4912
	VIDEO LESSON: Solving word problems using a bar model. (4:49)	http://www.youtube.com/watch?v=RbJOUX6ltyI
	VIDEO LESSON: Solving 2 - step word problems using a bar model. (4:49)	http://www.youtube.com/watch?v=AghDg45lda8
	VIDEO LESSON: Solving 2 - step word problems using a bar models ("Thinking Blocks"). (6:22)	http://www.mathplayground.com/NewThinkingBlocks/thinking_blocks_addition_subtraction.html
	TEACHER LESSON See: Represent and solve problems involving addition and subtraction -- 2.OA1. Possible Activities: Sample one and two-step problems	http://www.k-5mathteachingresources.com/2nd-grade-number-activities.html
	INTERACTIVE WORD PROBLEMS	http://www.ixl.com/math/grade-4/multi-step-word-problems

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Math Concepts 19-21 address the Number and Operations in Base Ten Domain of the second grade curriculum. Students are expected to understand place value and use place value and operations properties to add and subtract.

19	<p>Fluently add and subtract within 100 using strategies of adding on, benchmark numbers, jumping by tens, re-ordering numbers, verbalize their strategies and justify their work < Verbalize ></p>	<p>2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)</p>
	<p>TEACHER VIDEO LESSON: Mental math <u>addition</u> strategies (13:20)</p>	<p>http://www.youtube.com/watch?v=wZmDfRekpU</p>
	<p>TEACHER VIDEO LESSON: Mental math <u>subtraction</u> strategies (13:05)</p>	<p>http://www.youtube.com/watch?v=5X8L8v7o4YU</p>
	<p>VIDEO LESSON: Example of mental math in a classroom with students verbalizing (see second video: <u>Lesson Idea (Common Core) Third Grade Mental Math</u>) (5:57)</p>	<p>http://mathcoachinteractive.com/blog/archives/category/grade-3-math</p>
	<p>WORKSHEET: Subtraction by splitting</p>	<p>http://seps.mgd-colo.peak.org/Math%20Page/TOMT%20Math%20%20PDFs/SC16%20Splitting%20Subtraction1.pdf</p>
	<p>WORKSHEET: Subtraction by splitting</p>	<p>http://nzmaths.co.nz/sites/default/files/SubtractionInParts.pdf</p>
20	<p>Add up to four 2-digit numbers using all strategies < Verbalize ></p>	<p>2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>
	<p>VIDEO LESSON: Partial sums strategies for adding 2-digit numbers (3:20)</p>	<p>http://www.youtube.com/watch?v=DEPA6scSTcg</p>
21	<p>Understand why numbers can be re-ordered for addition, but not subtraction < Verbalize ></p>	<p>See 2.NBT.9 above</p>
	<p>TEACHER LESSON: Practice on commutative property of addition</p>	<p>http://exchange.smarttech.com/details.html?id=141c3239-a970-426b-9fb7-7864b3af9181</p>
<p>Math concepts 22 - 24 address the Operations and Algebraic Thinking Domain of the second grade math curriculum. Generally, students are expected to represent and solve problems involving addition and subtraction and work with equal groups of objects to gain a foundation for multiplication.</p>		
22	<p>Determine whether a group of numbers has an even or an odd number of members < Verbalize ></p>	<p>2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>
	<p>TEACHER LESSON: Teaching odd-even</p>	<p>http://www.ehow.com/how_2188166_teach-kids-even-odd-numbers.html</p>

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	GAME: Practicing odd-even	http://www.softschools.com/math/games/odd_even_game.jsp
	ACTIVITY: Odd-even practice	http://www.ixl.com/math/grade-2/even-or-odd
	WORKSHEET: Odd-even numbers	http://www.superteacherworksheets.com/odd-even.html
	Suggested Common Core Activity	http://www.illustrativemathematics.org/illustrations/620
	VIDEO LESSON: Adding odd/even numbers NOTE: copy and paste link address in browser if clicking on link does not work. (2:44)	http://video.search.yahoo.com/video/play?p=teaching%20odd%20even%20numbers%20youtube&tnr=21&vid=4664837603328096&I=164&turl=http%3A%2F%2Fts1.mm.bing.net%2Fvideos%2Fthumbnail.aspx%3Fq%3D4664837603328096%26id%3Db6fbae509d72d57a6184c964d89cf40%26bid%3DKAtDn
	WORKSHEET: Odd-Even number game	http://www.worksheetworks.com/math/numbers/evenodd-maze.html
23 Arrange objects in rectangular array up to size 5 X 5		
	ACTIVITY: Use ARRAY MAKER (at amphimath.com) to arrange objects in rectangular arrays up to size 5 X 5	http://amphimath.com/
24 Find total number of objects in an array (up to 5 X 5) by adding equal addends < Verbalize >		
	WORKSHEET: Use Repeated Addition or Multiplication to find the number of objects	http://www.math-salamanders.com/images/second-grade-math-sheets-understanding-multiplication-using-arrays-1.gif
	TEACHER LESSON: Counting Dots in Arrays	http://www.illustrativemathematics.org/illustrations/3
	SUGGESTED ACTIVITY: Have students build arrays up to 5 X 5 using ARRAY MAKER (at amphimath.com) and use repeated addition to find the total number of objects	http://amphimath.com/
Math Concepts 25-35 address the Number Base Ten Domain of the second grade curriculum. Students are expected to understand place value and use place value and operations properties to add and subtract.		
25 Understand that ten tens make one hundred < Verbalize >		
	TEACHER LESSON: Ten Tens make one hundred	http://www.illustrativemathematics.org/illustrations/157

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26	<p>Name three place values in a 3-digit number so that 706= 7 hundreds, 0 tens, 6 ones</p>	<p>2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens—called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>
	<p>VIDEO LESSON: Place Value (6:38)</p>	<p>https://www.teachingchannel.org/videos/second-grade-math-lesson</p>
	<p>TEACHER RESOURCE: Place-Value Discs for Smart board lesson</p>	<p>http://exchange.smarttech.com/search.html?q=%22Singapore%20Math%22</p>
	<p>LESSON: Place Value using Smart board</p>	<p>http://exchange.smarttech.com/search.html?q=%22Singapore%20Math%22</p>
	<p>INTERACTIVE GAME: Place value</p>	<p>http://www.toonuniversity.com/flash.asp?err=496&engine=9</p>
	<p>SONG: "Tens, hundreds" jingle</p>	<p>http://www.harcourtschool.com/jingles/jingles_all/1ten_tens.html</p>
27	<p>Understand that 706 is also 70 tens, 6 ones < Verbalize ></p>	<p>See 2.NBT.1 above</p>
	<p>SUGGESTED ACTIVITY:</p>	<p>Students need to form place values with manipulatives. Using pipe cleaners or twist ties, have each team of 2 students make several bundles of ten and then bundle ten tens into bundles of 100. Then give students a number (<i>e.g.</i> 227) and have them make equal versions that they could "trade" because they are equal. For example, 227 could be 22 bundles of ten and 7 ones or 2 hundred bundles, 2 tens, 7 ones. Have students explain the equivalences to their partners and to the class.</p>
	<p>ACTIVITY: Pencils and Boxes problem</p>	<p>http://www.illustrativemathematics.org/illustrations/192</p>
	<p>ACTIVITY: Bundling and unbundling numbers</p>	<p>http://www.illustrativemathematics.org/illustrations/144</p>
	<p>ACTIVITY: Counting Stamps problem</p>	<p>http://www.illustrativemathematics.org/illustrations/574</p>
	<p>ACTIVITY: Bundling and unbundling numbers</p>	<p>http://www.illustrativemathematics.org/illustrations/96</p>
	<p>ACTIVITY: Bundling ones, tens, hundreds</p>	<p>http://www.illustrativemathematics.org/illustrations/94</p>
	<p>ACTIVITY: Regrouping</p>	<p>http://www.illustrativemathematics.org/illustrations/97</p>
	<p>ACTIVITY: \$10 and \$100 bills</p>	<p>http://www.illustrativemathematics.org/illustrations/71</p>
	<p>ACTIVITY: Three composing/decomposing problems</p>	<p>http://www.illustrativemathematics.org/illustrations/156</p>

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28	Order two 3 digit numbers using place values < Verbalize >	2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
	SUGGESTED ACTIVITY	Students should learn to compare 3-digit numbers using place value charts, comparing the greatest place value first. Student should learn to verbalize the place-value comparison process. Worksheets that have students first identify place value and then compare should be used.
	ACTIVITY: Comparing numbers 1 through 1000	http://www.numbernut.com/basic/activities/number_moreless_1-1000.shtml
	WORKSHEET - Use: Comparing 3-Digit Numbers (Free)	http://www.superteacherworksheets.com/greater-less-than.html
	ACTIVITY: Comparison of numbers that are identified by word names	http://www.illustrativemathematics.org/illustrations/111
	ACTIVITY: Comparison of sums and differences of 3 digit numbers	http://www.illustrativemathematics.org/illustrations/575
	ACTIVITY: Making different 3-digit numbers using 2, 5, and 7	http://www.illustrativemathematics.org/illustrations/396
	ACTIVITY: Ordering 3-digit numbers	http://www.illustrativemathematics.org/illustrations/7
29	Read and write numbers to 1000	2.NBT.3 Read and write numbers to 1000
	ACTIVITY: Identify numbers from their word names	http://www.numbernut.com/basic/activities/number_4bar_1-1000.shtml
30	Count sequences within 1000 starting a varying points	2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.
	SUGGESTED ACTIVITY	Students should practice counting on a daily basis. Take the number of the current month and day (or the day and month of a student's birthday) and use that number as a starting point. For example, count to 400 aloud starting at 214 on Feb 14.
31	Count to 1000 by tens	See 2.NBT.2 above
	WORKSHEET: For counting to 1000 by 10s.	http://www.apples4theteacher.com/math/games/1000-number-chart-10.html
32	Skip count within 1000 by 5s, 10s, 100s starting at various points	See 2.NBT.2 above
	SUGGESTED ACTIVITY	Students should practice skip counting to 100, or 1000 by 5s, 10s, or 100s. Write down any number which is a multiple of the skip number and begin skip counting from there. Example: Practice skip counting by 5s up to 100. Make a start number by multiply the skip number 5 by any number such as 6. Start skip counting at 30 (5 x 6).

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	WORKSHEETS FOR SKIP COUNTING	http://www.superteacherworksheets.com/skip-counting-100s.html
	ACTIVITY: Type in the missing number in a sequence of numbers created by skip counting ones, fives or tens.	http://www.fuelthebrain.com/Game/play.php?ID=15
33	Understand the thousands place as 10 hundreds < Verbalize >	See 2.NBT.2 above
	SMART BOARD LESSON: Select: Interactive Place Value Mat . Use the place value mat to build algorithms in adding, subtracting, and multiplying	http://exchange.smarttech.com/search.html?q=%22place%20value%22#page=2
	ACTIVITY: Place value problems	http://www.homeschoolmath.net/teaching/pv/place_value_thousands.php
	PLACE VALUE GAME	http://www.free-training-tutorial.com/place-value-games.html
34	Add and subtract within 1000 using strategies of adding on, benchmark numbers, decomposing tens and hundreds, jumping by tens, jumping 100s --verbalizing strategies and justifying their work < Verbalize >	2.NBT.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds
	Apply same strategies as in Concept 19 above and extend range of sums to 1000	
	TEACHER VIDEO RESOURCE: Mental math subtraction strategies (13:05)	http://www.youtube.com/watch?v=5X8L8v7o4YU
	TEACHER VIDEO RESOURCE: Mental math addition strategies (13:22)	http://www.youtube.com/watch?v=wZmDfRekpU&feature=relmfu
	TEACHER RESOURCE: Select: Mar 6, 2012 Common Core Math – Video of mental math lesson	http://mathcoachinteractive.com/blog/archives/category/grade-3-math
	WORKSHEET: Subtraction by splitting NOTE: Very worthwhile worksheet; however, 1st problem has an error (50 - 20 is shown as 40).	http://seps.mgd-colo.peak.org/Math%20Page/TOMT%20Math%20%20PDFs/SC16%20Splitting%20Subtraction1.pdf
	WORKSHEET: Subtraction by splitting	http://nzmaths.co.nz/sites/default/files/SubtractionInParts.pdf

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35	Mentally add and subtract 10 or 100 from numbers between 100 and 900 < Verbalize >	2.NBT.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
	ACTIVITY: Mental math exercise adding or subtracting 1, 10 or 100 to a number	http://www.illustrativemathematics.org/illustrations/94
	TEACHER RESOURCE: Picture of an overlay for teaching from a hundreds chart	http://world-shaker.tumblr.com/post/20587152507/an-awesome-and-simple-little-teaching-tool-over-at
<p>Math concepts 36 through 46 address the Measurement and Data domain of the second grade math curriculum. Students should be able to measure and estimate lengths in standard units, relate addition and subtraction to length, work with money, and represent and interpret data.</p>		
36	Measure length of objects using rulers, yardsticks, measuring tapes, meter sticks --learn the critical nature of the starting point	2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
	TEACHER RESOURCE VIDEO: Cut-out feet can be used to teach measuring by the foot. (1:47)	http://toadally-awesometech4classrooms.com/welcome/?p=55
	ACTIVITY: Using a Ruler SMART created	http://exchange.smarttech.com/search.html?q=how+to+use+ruler&subject=Mathematics&grade=Grade+1&grade=Grade+2&region=en_US
	TEACHER LESSON: Smart Board introduction to customary length units	http://express.smarttech.com/?url=http://exchangedownloads.smarttech.com/public/content/4a/4a3a8369-c24a-4abe-99da-7b4dc17545ca/custunits.notebook.notebook#
	SUGGESTED ACTIVITY	Print 2 rulers per student from link below, have students cut out both rulers, but cut one ruler into 12 inch pieces. Children can now use the inches to measure some objects (objects should be in inch lengths--such as cut-out shapes, strings, licorice). They can re-measure with the ruler intact in order to improve their understanding of a foot long ruler. This activity can be repeated with the centimeter ruler link below.
	TEACHER RESOURCE: Printable 12-inch ruler	http://www.teachervision.fen.com/measurement/printable/44633.html
	TEACHER RESOURCE: Printable centimeter ruler	http://www.teachervision.fen.com/measurement/printable/44634.html
	WORKSHEET: Measurement practice picture	http://www.teachervision.fen.com/measurement/printable/45038.html
	INTERACTIVE MEASUREMENT GAME	http://www.funbrain.com/cgi-bin/meas.cgi?A1=c&A2=0&A3=0&A4=1&A5=1&A6=0&A7=0&A8=OuLzWI2EFT@886SYq) RxyV.mFyy1dofO
	INTERACTIVE MEASUREMENT GAME	http://www.pbs.org/parents/earlymath/grades_games_timetomove.html

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37	Students should measure the same object with various measures and reach a conclusion on the differences in the measurements such as the bigger the unit, the smaller the number of units measured < Verbalize >	2.MD.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
	INTERACTIVE MEASUREMENT GAME: Measure using unconventional units	http://pbskids.org/dinosaurtrain/games/howbigareyou.html
	INTERACTIVE MEASUREMENT GAME: Measure using unconventional units	http://pbskids.org/curiousgeorge/games/how_tall/how_tall.html
	SUGGESTED ACTIVITY	Students should practice measuring the same objects with nonstandard units of various sizes (for example: paper clips or pencils) and standard units of various sizes such as inch and foot and centimeter.
	MEASUREMENT WORKSHEETS	http://www.edhelper.com/2nd_Grade_Measurement.htm
	WORKSHEET: Classroom measurement game	http://www.fuelthebrain.com/Printable/detail.php?ID=13
38	Estimate lengths using inches, feet, centimeters and meters using benchmarks	2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.
	WORKSHEET: Scavenger Hunt measurement game	http://www.fuelthebrain.com/Printable/detail.php?ID=36
	INTERACTIVE MEASUREMENT ACTIVITY: Estimate Customary length	http://www.harcourtschool.com/activity/elab2004/gr3/22.html
	INTERACTIVE MEASUREMENT ACTIVITY: Estimate Metric length	http://www.harcourtschool.com/activity/elab2004/gr3/23.html
39	Determine the difference in length between 2 objects in a standard length unit	2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
	GAME - Length of Gummy Worms stretched without breaking them	http://www.scholastic.com/resources/article/gummy-worm-stretch/
	MEASUREMENT WORKSHEET: Measure insects	http://www.education.com/files/152001_152100/152057/tall-insects.pdf
	SUGGESTED ACTIVITY	Have students compare lengths of objects measured in inches, centimeters, feet, yards, and meters. Students should be encouraged to find a memorable benchmark object for each unit. For example, the length of a standard piece of paper is "about" 1 foot.

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40	Relate length measures to locations on a number line	2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences w
	SUGGESTED ACTIVITY	Students should measure a number of objects and locate the lengths of the objects that they measure on a number line. The students should discuss the differences and similarities between a number line and a ruler
	TEACHER SMART NOTEBOOK ACTIVITY: Meet The Measurements	http://exchange.smarttech.com/search.html?q=how+to+use+ruler&subject=Mathematics&grade=Grade+1&grade=Grade+2&region=en_US#page=2
41	Construct story problems using length to make addition and subtraction problems--finding totals and differences on a number line < Verbalize >	2.MD.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. 2.MD.6.
	SUGGESTED ACTIVITY	Have pairs of students each measure the length of their right shoe. Find the difference in each pair of students' shoes on a number line; find the total length of each pair's shoes on a number line; find the longest total for a pair and the shortest total for a pair; find the difference between the longest and the shortest on a number line.
42	Measure the length of multiple objects (like straws of various lengths) and show the data on a line plot < Verbalize >	2.MD.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
	ACTIVITY - Measuring the growth of bean plants	http://www.illustrativemathematics.org/illustrations/493
	ACTIVITY - Hand span measurements	http://www.illustrativemathematics.org/illustrations/485
	ACTIVITY - Length of distances across the United States	http://www.illustrativemathematics.org/illustrations/486
	SUGGESTED ACTIVITY	Have pairs of students each measure the length of their right shoe. Plot the shoe measures on a line plot. Discuss why a line plot is different from a number line or a ruler.
	INTERACTIVE LESSON: Learn how to make line plots and practice using them.	http://www.glencoe.com/sites/common_assets/mathematics/mc2/cim/interactive_labs/M2_02/M2_02_dev_100.html

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43	Draw picture graphs with four categories and answer addition, subtraction, comparison questions about the data < Verbalize >	2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
	VIDEO LESSON ON PICTURE GRAPHS: (6:20) <u>NOTE:</u> Use addition instead of multiplication when explaining how many objects a set of symbols stands for.	http://www.youtube.com/watch?v=O7VZaoJeY6U&feature=related
	TEACHER RESOURCE AND LESSON: Create and use a Pictograph	http://www.softschools.com/math/data_analysis/pictograph/make_your_own_pictograph/
	PICTOGRAPH WORKSHEETS	http://www.superteacherworksheets.com/pictograph.html
	PICTOGRAPH ACTIVITY: Create Pictographs	http://www.ixl.com/math/grade-2/create-pictographs
	PICTOGRAPH ACTIVITY: Interpret Pictographs	http://www.ixl.com/math/grade-2/interpret-pictographs
	SUGGESTED ACTIVITY	Have the students actually do a survey, collect data and represent that data on a picture graph. Each student should write 2 sentences stating a conclusion about his/her data.
44	Draw bar graphs with four categories and answer addition, subtraction, comparison questions about the data < Verbalize >	2.MD.10
	INTERACTIVE ACTIVITY: Video lesson, quizzes and a variety of other activities on Surveys, Tally Charts and Bar Graphs	http://www.brainpopjr.com/math/data/tallychartsandbargraphs/
	GRAPH MAKER: Tool to make Bar charts. Can also make Line, Pie, XY, and Area graphs	http://nces.ed.gov/nceskids/createagraph/default.aspx?ID=52a5073eac384fd3a53e6b5bd5b47f2a
	VIDEO LESSON: on making bar graphs (3:15)	http://www.youtube.com/watch?v=-Y9n67yG9d8&feature=related
	VIDEO LESSON: on making bar graphs (5:22)	http://www.youtube.com/watch?v=Vmh2-ZKJPJU
	ACTIVITY: Interpreting bar graphs	http://www.ixl.com/math/grade-2/interpret-bar-graphs
	ACTIVITY: Interpreting bar graphs	http://www.ixl.com/math/grade-2/which-bar-graph-is-correct
	SUGGESTED ACTIVITY	Have the students actually do a survey, collect data and represent that data on a bar graph. Each student should write 2 sentences stating a conclusion about his/her data. Discuss how the order of categories on a bar graph is not determined by the data, while the other axis is ordered numerically and represents a count.
45	Tell time to the nearest 5-minutes on analog and digital clocks	2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
	SMART NOTEBOOK LESSON: <u>Telling time to 5 minutes.</u>	http://exchange.smarttech.com/search.html?q=time+to+5+minutes

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	WORKSHEET: Telling time to 5 minutes accuracy	http://math.about.com/od/tellingtimeworksheets/ss/Timeto5mins_4.htm
	INTERACTIVE SMART BOARD CLOCKS: A large number of analog and digital clocks for teaching time.	http://exchange.smarttech.com/search?q=clock&subject=Mathematics&grade=Grade+2&region=en_US&&from=req
	SMART NOTEBOOK LESSON: Telling time	http://express.smarttech.com/?url=http://exchangedownloads.smarttech.com/public/content/03/03ec5ab9-f69b-4bd2-adc8-706a39c228fd/Smart%20Board%20Lesson%20plan%20clocks.notebook#
	INTERACTIVE ACTIVITY: Tell time on a variety of analog and digital clocks	http://www.ixl.com/math/grade-2/match-clocks-and-times
46	Solve word problems involving dollars, quarters, dimes, nickels, pennies	2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
	SONG VIDEO: Value of coins and combinations of coins (1:43)	https://www.youtube.com/watch?v=Wq3tVrTFcKk&feature=related
	SMART NOTEBOOK TEACHER LESSON: <u>Counting Money Piggy Bank Problems</u> - Learn to count money by putting stated amounts into a Piggybank NOTE: Very slow low to open	http://exchange.smarttech.com/search.html?q=money+problems
	SMART NOTEBOOK TEACHER LESSON: <u>Money Practice + Making Change</u> - Count money and make change NOTE: Very slow to open	http://exchange.smarttech.com/search.html?q=money+problems
	WORKSHEETS: A large variety of addition and subtraction money word problems	http://dadsworksheets.com/v1/Worksheets/Money%20Word%20Problems.html
	SUGGESTED ACTIVITY	Have the students bring in small toys, stickers, etc and set up a play store. Each child should have an allotment of play money (bills and coins) and should have a change to play seller and customer on a rotating basis.
	INTERACTIVE ACTIVITY: Students must determine which of two combinations of coins and bills is more money	http://www.ixl.com/math/grade-2/which-picture-shows-more
Math concepts 47 through 51 address the Geometry domain of the second grade math curriculum. Students should be able to reason with shapes and their attributes.		
47	Recognize and draw polygons with specified numbers of edges, vertices, faces	2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)
		Teach together with Concept 48 below
48	Identify triangles, quadrilaterals, pentagons, hexagons and cubes < Verbalize >	2.G.1
	DRAWING TOOL: Can make shapes with any number of sides as well as cut, turn, slide, color and other drawing manipulations	http://illuminations.nctm.org/ActivityDetail.aspx?ID=72
	POLYGON LESSON: Specify and identify regular polygons from triangles to decagons in unspecified or specified time.	http://www.aaastudy.com/geo318x4.htm

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	INTERACTIVE ACTIVITY: Identify various 2 and 3 dimensional shapes	http://www.ixl.com/math/grade-2/identify-planar-and-solid-shapes
	INTERACTIVE ACTIVITY: Specify number of vertices, edges, side, and faces	http://www.ixl.com/math/grade-2/count-sides-vertices-edges-faces
	SHAPES SONG: Song about various simple 2 dimensional shapes (3:20)	http://www.youtube.com/watch?v=WTegUeif3D0
	SMART NOTEBOOK TEACHER LESSON : <u>Geometry is Everywhere</u> - Learn basic and advanced shapes, find shapes in everyday object and link to a fun geometry game	http://exchange.smarttech.com/search.html?q=vertices+faces+edges#page=3
	WORKSHEETS: 2 sets for Polygons and as set for Perimeters	http://math.about.com/od/geometr1/ss/polygons.htm
49	Partition rectangle into rows and columns of same-size squares and count the squares and relate this to an array (concepts 23 and 24) with contiguous items, counting the squares by repeated addition < Verbalize >	2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
	ARRAY MAKER TOOL: Use Array Maker to create arrays of any shape using 5 different cell shapes.	http://www.amphimath.com
	SUGGESTED ACTIVITY	Review definition of array using pictures of small objects such as stars, flowers, bears. Then make an array of squares. Explain how this is still an array if all the squares are contiguous (touching). Show how the outside of this array is a rectangle. Then draw a rectangle and show how it can be divided into rows and columns of squares. Count the squares and then emphasize how an efficient way of counting would be to count the squares in 1 row (or column) and then add that number as many times as you have rows. Use Repeated Addition to find the number of squares in the rectangle. Have children practice using ARRAY MAKER (at amphimath.com), with square tiles or Cheez-its crackers and then with drawings on 1-inch grid paper.
	INTERACTIVE ACTIVITY: Identify arrays, create specified arrays and specify array factors	http://www.haelmedia.com/OnlineActivities_txh/mc_txh3_002.html
50	Partition circles and rectangles into 2, 3 or 4 equal shares, describing the shares as halves, half of, thirds, third of, fourth, quarter, quarter of < Verbalize >	2.G.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
	SUGGESTED ACTIVITY	Use colored paper plates for circles and construction paper sheets for rectangles. Have children fold and then cut the plates/sheets into halves, fourths and thirds. Children can write the words for half, third, fourth on the appropriate piece. Children can then draw similar pieces using the worksheet below. There should be discussion of that fact that the bigger the number of pieces, the smaller each piece is.
	INTERACTIVE FRACTION LESSON: Lesson on the definition of fractions in circular or stip form. Identify arrays, create specified arrays and specify array factors	http://www.mathgoodies.com/lessons/fractions/

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51	<p>Recognize that the shares in concept 50 do not have to be the same shape as the whole</p>	<p>See 2.G.3. above</p>
	<p>SUGGESTED ACTIVITY</p>	<p>Compare the cuts from the activity above to note that the equal size pieces may or may not be the same shape as the whole that was cut.</p>
	<p>VIDEO ACTIVITY: Watch the video for the first 4 minutes, 30 seconds. Provide students with a square piece of construction paper and a crayon. Have the children make the dog mask, unfold it and identify all the shapes on it. (8:24)</p>	<p>http://www.youtube.com/watch?v=0A3VfV0oIBo&feature=related</p>