

a b c

Students in grade two will use diagrams such as this one to think through and solve one- and two-step word problems.

Julie has 35 books. Julie has 10 more books than Lucy. How many books does Lucy have? How many books do they have together?

Step 1: If Lucy has 10 less books than Julie, students first need to figure out what 10 less than 35 is.

$$35 \text{ books} - 10 \text{ books} = 25 \text{ books}$$

Julie	35
Lucy	? 10

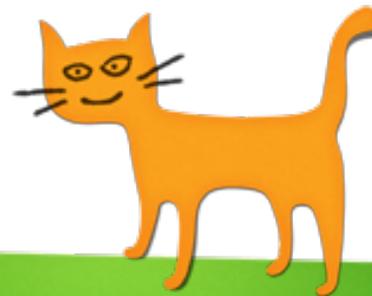
Step 2: Students then have to add the number of books Julie has to the number of books Lucy has.

$$35 \text{ books} + 25 \text{ books} = 60 \text{ books}$$

35	25
Total # of books they have together	

A glimpse of what second graders will be learning in mathematics (these are the MAJOR focus areas):

- Count by fives, tens, and hundreds.
- Understand the value of each digit in a four-digit number.
- Compare three-digit numbers using the $<$, $>$, and $=$ symbols.
- Become fluent with addition and subtraction within 100.
- Solve problems within 1,000.
- Apply appropriate methods to mentally calculate sums and differences for numbers with only 10s or only 100s.
- Recognize the need for standard units of measurement (e.g., centimeter and inch).
- Use measurement tools like rulers, yardsticks, and meter sticks.
- Understand that measuring length may require using measurement tools iteratively (over and over until the entire object is measured).
- The smaller the unit of measure the more times the unit must be used to cover a given length.
- Describe and analyze shapes by examining their sides and angles.
- Investigate, describe, and reason about decomposing (taking apart) and combining shapes to make other shapes.
- Build, draw, and analyze two- and three-dimensional shapes in order to gain a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.



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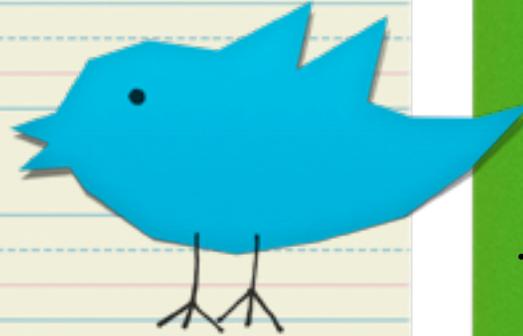
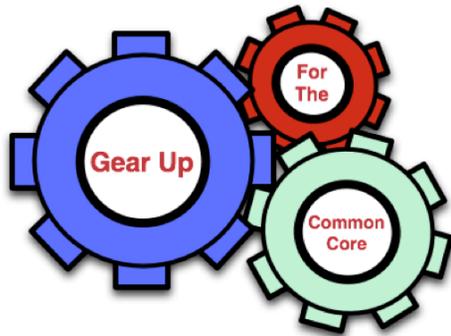


SECOND GRADE

COMMON CORE MATH STANDARDS



Common Core Standards



Our schools are working to improve teaching and learning so that all children will graduate high school with the skills they need to be successful. In mathematics, this means three major changes. Teachers will concentrate on teaching a more focused set of major math concepts and skills. This will allow students time to master important ideas and skills in a more organized way throughout the year and from one grade to the next. It will also call for teachers to use rich and challenging math content and to engage students in solving real-world problems in order to inspire greater interest in mathematics.



Tell me, I'll forget
Show me, I'll remember
Involve me, I'll understand.

— Chinese Proverb

Some changes you may notice include:

- Fewer papers coming home on a daily basis;
- More hands-on and problem-based learning;
- A wider variety of problem-solving strategies (not only the traditional strategy);
- Developing an understanding of how and why math works;
- Fridays are not set aside for assessments.

WE NEED YOU!

You are an important part of your child's education. Here are some ways you can help.

HELPING YOUR CHILD LEARN OUTSIDE OF SCHOOL

- Play math games with your child. For example, "I'm thinking of a number. It was 5 tens, 3 hundreds, and 4 ones. What is the number? 354." Or, using a deck of cards, deal two cards and ask your child to add the two numbers. You can also identify a target number and ask your child to either add or subtract to obtain that target number (use a target of 20 or less).
- Have your child explain the relationship between different numbers without counting. For example, 147 is 47 more than 100 and three less than 150.
- Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that **everyone** can learn math.
- Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.



PARTNERING WITH YOUR CHILD'S TEACHER

Ask the teacher questions like: Is my child at the level where he/she should be at this point of the school year? Where is my child excelling? What do you think is giving my child the most trouble? How can I help my child improve in this area? What can I do to help my child with upcoming work?