

Second Grade

Marion Public Schools Math Curriculum Alignment

| GLCE | STRAND | CONTENT STANDARD | BENCHMARK | INSTRUCTION | ASSESSMENT | |
|---|---|--|---|--|---|--|
| <p><i>N.ME.01.01 Count to 1000 by 1's, 10's, and 100's starting from any number in the sequence.</i></p> | <p>I. Patterns, Relationships and Fractions IV. Number Sense and Numeration</p> | <p>I.1: Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.</p> | <p>I.1.1 Recognize, describe and extend numerical and geometric patterns. IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.2.3 Investigate ways numbers are used.</p> | <p>Investigations: Mathematical Thinking Inv.1 "Exploring Materials" Coins, Coupons and Combinations Inv.2 "Grouping 2's, 5's, and 10's" and Inv.4 "One hundred" Putting Together and Taking Apart Inv.2 "Working with 100" Supplemental Clarification documents instructional ideas</p> | <p>Clarification Documents and Teacher Created</p> | |

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|--|--|---|---|--|---|--|
| <p><i>N.ME.02.02 Read and write numbers to 1000 in numerals and words, and relate them to the quantities they represent.</i></p> | <p>IV. Number Sense and Numeration</p> | <p>IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.</p> | <p>IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.1.2. Investigate and develop an understanding of the base 10 place value system. IV.2.3 Investigate ways numbers are used.</p> | <p>Investigations: Coins, Coupons and Combinations Inv. 1 "10's and doubles" and Inv. 4 "One hundred" Putting Together and Taking Apart Inv.2 "Working with 100" Supplemental Clarification documents instructional ideas</p> | <p>Clarification Documents and Teacher Created</p> | |

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|--|--|---|---|--|---|--|
| <p><i>N.ME.02.03 Compare and order numbers to 1000; use the symbols > and <.</i></p> | <p>IV. Number Sense and Numeration</p> | <p>IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. IV.3: Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers.</p> | <p>IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.1.2. Investigate and develop an understanding of the base 10 place value system. IV.2.3 Investigate ways numbers are used. IV.3.1 Compare and order numbers using "equal" "less than" or "greater than."</p> | <p>Investigations: Gr. 4 Landmarks in the Hundreds Inv. 3 Supplemental Teacher created lessons using personal white boards Clarification documents instructional ideas</p> | <p>Clarification Documents and Teacher Created</p> | |

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|---|---|--|---|--|---|--|
| <p><i>N.ME.02.04 Count orally by 3's and 4's starting with 0, and by 2's, 5's, and 10's starting from any whole number.</i></p> | <p>I. Patterns, Relationships and Fractions IV. Number Sense and Numeration</p> | <p>I.1: Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.</p> | <p>I.1.1 Recognize, describe and extend numerical and geometric patterns. IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.2.3 Investigate ways numbers are used.</p> | <p>Investigations: Mathematical Thinking Inv. 4 "Counting" Coins, Coupons and Combinations Inv.2 "Grouping by 2's, 5's, and 10's" Supplemental Clarification documents instructional ideas</p> | <p>Clarification Documents and Teacher Created</p> | |

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|---|--|--|---|--|---|--|
| <p><i>N.ME.02.05 Express numbers through 999 using place value.</i></p> | <p>IV. Number Sense and Numeration V. Numerical and Algebraic Operations and Analytical Thinking</p> | <p>IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. IV.3: Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. V.1: Students understand and use various types of operations to solve problems.</p> | <p>IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.1.2. Investigate and develop an understanding of the base 10 place value system. IV.1.3 Develop an understanding of the properties of numbers and of the properties of the special numbers 0 and 1. IV.2.1 Represent whole numbers, fractions and decimals using concrete, pictorials and symbolic representations. IV.3.2 Use part-whole relationships to explore numbers, develop number concepts and understand punctuation. V.1.3 Explore properties of operations and give examples of how they use those properties.</p> | <p>Investigations: Coins, Coupons and Combinations" Inv. 3 "Introducing Addition and Subtraction" and Inv. 4 "One Hundred" Putting Together and Taking Apart Inv.2 "Working with 100" and Inv. 4 "Adding up to 1000" Supplemental Clarification documents instructional ideas</p> | <p>Clarification Documents and Teacher Created</p> | |

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|---|---|---|--|--|--|--|
| <i>N.FL.02.06 Decompose 100 to addition pairs.</i> | IV. Number Sense and Numeration | IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. | IV.2.2 Explore and recognize different representations for the same number and explain why they are the same. | Investigations: Gr. 3 Combining and Comparing Inv. 1 Number of the day Supplemental Clarification documents instructional ideas, Mastering Math Facts | Clarification Documents, Mastering Math Facts and Teacher Created | |
| <i>N.MR.02.07 Find the distance between numbers on the number line.</i> | V. Numerical and Algebraic Operations and Analytical Thinking | V.1: Students understand and use various types of operations to solve problems. | V.1.1 Use manipulatives to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms. | Investigations: Putting it together and taking apart" Inv. 1 "Combining and Separating" Supplemental Clarification documents instructional ideas | Clarification Documents and Teacher Created | |
| <i>N.MR.02.08 Find missing values in open sentences; use relationship between addition and subtraction.</i> | V. Numerical and Algebraic Operations and Analytical Thinking | V.2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems. | V.2.1 Write and solve open sentences and write stories to fit the open sentence. V.2.3 Find replacements for the variables in open sentences. | Investigations: Putting it together and taking apart" Inv. 3 "Finding the Missing Part" Supplemental Clarification documents instructional ideas | Clarification Documents and Teacher Created | |

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|--|--|---|--|---|---|--|
| <p><i>N.MR.02.09 Given a contextual situation that involves addition and subtraction using numbers through 99; model using objects or pictures; explain in words; record using numbers and symbols; solve.</i></p> | <p>V. Numerical and Algebraic Operations and Analytical Thinking</p> | <p>V.1: Students understand and use various types of operations to solve problems. V.2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.</p> | <p>V.1.1 Use manipulatives to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms. V.2.2 Explore algebraic concepts with manipulatives such as balance scales, tables of input and output, and pictorial representations of problems.</p> | <p>Investigations: Mathematical Thinking at Grade 2 Teacher created lesson using manipulatives and journals Supplemental Clarification documents instructional ideas</p> | <p>Clarification Documents and Teacher Created and Investigations</p> | |
| <p><i>N.FL.02.10 Add fluently two numbers through 99, using strategies including formal algorithms; subtract fluently two numbers through 99.</i></p> | <p>V. Numerical and Algebraic Operations and Analytical Thinking</p> | <p>V.1: Students understand and use various types of operations to solve problems.</p> | <p>V.1.2 Develop and apply the appropriate method of computation from among mental computation, estimation, paper and pencil or calculators; explain why they are choosing a method and how they know which operations to perform in a given situation.</p> | <p>Investigations: Putting Together and Taking Apart Inv. 4 "Adding up to 1000" and Inv. 5 "Addition and Subtraction Strategies" Supplemental Clarification documents instructional ideas, Mastering Math Facts</p> | <p>Clarification Documents, Mastering Math Facts, Teacher Created and Investigations</p> | |

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| <i>N.FL.02.11 Estimate the sum of two numbers with three digits.</i> | IV. Number Sense and Numeration | IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. | IV.2.4 Develop strategies for estimating quantity and evaluate the reasonableness of their estimates. | Investigations: Putting together and take apart Inv. 5 "Addition and Subtraction Strategies" Clarification documents instructional ideas | Clarification Documents and Teacher Created | |
| <i>N.FL.02.12 Calculate mentally sums and differences involving: three digit numbers and ones; three-digit numbers and tens; three-digit numbers and hundreds.</i> | V. Numerical and Algebraic Operations and Analytical Thinking | V.1: Students understand and use various types of operations to solve problems. | V.1.2 Develop and apply the appropriate method of computation from among mental computation, estimation, paper and pencil or calculators; explain why they are choosing a method and how they know which operations to perform in a given situation. | Investigations: Putting Together and Taking Apart Inv. 5 "Addition and Subtraction Strategies" Supplemental Clarification documents instructional ideas | Clarification Documents and Teacher Created | |

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|--|--|---|---|--|---|--|
| <p><i>N.MR.02.13</i> <i>Understand multiplication as the result of counting the total number of objects in a set of equal groups.</i></p> | <p>IV. Number Sense and Numeration V. Numerical and Algebraic Operations and Analytical Thinking</p> | <p>IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. IV.3: Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. V.1: Students understand and use various types of operations to solve problems.</p> | <p>IV.2.2 Explore and recognize different representations for the same number and explain why they are the same. IV.2.5 Select appropriate numbers and representations in order to solve problems. IV.3.2 Use part-whole relationships to explore numbers, develop number concepts and understand computation. V.1.1 Use manipulatives to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms.</p> | <p>Investigations: Gr. 3 Comes in groups Inv. 1 Supplemental Clarification documents instructional ideas, Mastering Math Facts</p> | <p>Clarification Documents, Mastering Math Facts and Teacher Created</p> | |

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| <p><i>N.MR.02.14</i> <i>Represent multiplication using area and array models.</i></p> | <p>IV. Number Sense and Numeration V. Numerical and Algebraic Operations and Analytical Thinking</p> | <p>IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. V.1: Students understand and use various types of operations to solve problems.</p> | <p>IV.2.5 Select appropriate numbers and representations in order to solve problems. V.1.1 Use manipulatives to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms.</p> | <p>Investigaions: Gr. 3 Things that come in groups Inv. 2 and Inv. 3 Supplemental Clarification documents instructional ideas</p> | <p>Clarification Documents and Teacher Created and Investigations</p> | |
| <p><i>N.MR.02.15</i> <i>Understand division as another way of expressing multiplication, using fact families within the 5 x 5 multiplication table; emphasize that division "undoes" multiplication.</i></p> | <p>V. Numerical and Algebraic Operations and Analytical Thinking</p> | <p>V.1: Students understand and use various types of operations to solve problems.</p> | <p>V.1.3 Explore properties of operations and give examples of how they use those properties.</p> | <p>Investigations: Gr. 3 Things that come in groups Inv. 4 Supplemental Clarification documents instructional ideas, Mastering Math Facts</p> | <p>Clarification Documents, Mastering Math Facts, Teacher Created and Investigations</p> | |

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| <i>N.MR.02.16 Given a situation involving groups of equal size or of sharing equally, represent with objects, words, and symbols; ;solve.</i> | IV. Number Sense and Numeration V. Numerical and Algebraic Operations and Analytical Thinking | IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. V.1: Students understand and use various types of operations to solve problems. | IV.2.5 Select appropriate numbers and representations in order to solve problems. V.1.1 Use manipulatives to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms. | Investigaitons: Gr. 3 Things that come in groups Inv. 3 Supplemental Clarification documents instructional ideas | Clarification Documents and Teacher Created and Investigations | |
| <i>N.MR.02.17 Develop strategies for fluently multiplying numbers up to 5 x 5.</i> | V. Numerical and Algebraic Operations and Analytical Thinking | V.1: Students understand and use various types of operations to solve problems. | V.1.2 Develop and apply the appropriate method of computation from among mental computation, estimation, paper and pencil or calculators; explain why they are choosing a method and how they know which operations to perform in a given situation. | Investigations: Gr. 3 Things that come in groups Inv. 3 Supplemental Clarification documents instructional ideas Teacher created lessons using tiles | Clarification Documents and Teacher Created and Investigations | |

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|---|--|---|--|--|--|--|
| <p><i>N.ME.02.18</i> <i>Recognize, name, and represent commonly used unit fractions with denominators 12 or less; model 1/2, 1/3, and 1/4 by folding strips.</i></p> | <p>IV. Number Sense and Numeration</p> | <p>IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.</p> | <p>IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.2.1 Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations. IV.2.2 Explore and recognize different representations for the same number and explain why they are the same.</p> | <p>Investigations: Shapes, Halves and Symmetry Inv. 2 "What is a rectangle?" Clarification documents instructional ideas Teacher created lessons using personal white boards</p> | <p>Clarification Documents and Teacher Created</p> | |

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|--|--|--|---|--|---|--|
| <p>N.ME.02.19 Recognize, name, and write commonly used fractions: 1/2, 1/3, 2/3, 1/4, 2/4, 3/4.</p> | <p>IV. Number Sense and Numeration</p> | <p>IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.</p> | <p>IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.2.1 Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations. IV.2.2 Explore and recognize different representations for the same number and explain why they are the same.</p> | <p>Investigations: Shapes, Halves and Symmetry inv. 2 "What is a rectangle?" Supplemental Clarification documents instructional ideas</p> | <p>Clarification Documents and Teacher Created</p> | |

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| <p><i>N.ME.02.20 Place 0 and halves on the number line; relate to a ruler.</i></p> | <p>II. Geometry and Measurement IV. Number Sense and Numeration</p> | <p>II.2 Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations on an object. IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. IV.3: Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers.</p> | <p>II.2.1 Locate and describe objects in terms of their position, including front, back, inside, outside, right, left, over, under, next to, between and locations on the number line, on a coordinate graph and on a map. IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.2.1 Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations. IV.3.1 Compare and order numbers using "equal" "less than" or "greater than."</p> | <p>Supplemental Teacher created lessons using rulers and activities from the internet Clarification documents instructional ideas</p> | <p>Clarification Documents and Teacher Created</p> | |

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| <p><i>N.ME.02.21 For unit fractions from 1/12 to 1/2 understand the inverse relationship between the size of a unit fraction and the size of the denominator; compare unit fractions from 1/12 to 1/2.</i></p> | <p>IV. Number Sense and Numeration</p> | <p>IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers.</p> | <p>IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.</p> | <p>Investigations: Shapes, Halves and Symmetry Inv. 2 "What is a rectangle?" Supplemental Clarification documents instructional ideas</p> | <p>Clarification Documents and Teacher Created</p> | |

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| <p>N.ME.02.22 Recognize that fractions such as $\frac{2}{2}$, $\frac{3}{3}$, and $\frac{4}{4}$ are equal to the whole (one).</p> | <p>IV. Number Sense and Numeration</p> | <p>IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. IV.3: Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers.</p> | <p>IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.2.2 Explore and recognize different representations for the same number and explain why they are the same. IV.3.2 Use part-whole relationships to explore numbers, develop number concepts and understand computation.</p> | <p>Investigations: Shapes, Halves and Symmetry" Inv. 2 "What is a rectangle?" Clarification documents instructional ideas Teacher created lessons using students as manipulatives</p> | <p>Clarification Documents and Teacher Created</p> | |

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| <p><i>M.UN.02.01 Measure lengths in meters, centimeters, inches, feet, and yards approximating to the nearest whole unit and using abbreviations; cm, m, in, ft, yd.</i></p> | <p>II. Geometry and Measurement</p> | <p>II.3 Students compare attributes of two objects, or of one object with a standard unit, and analyze situations to determine what measurement(s) should be made and to what level of precision.</p> | <p>11.3.1 Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement. II.3.3 Develop strategies for estimating measures and compare the estimates to the results of the measurement; decide if an estimate is "a good estimate." II.3.4 Explain the meaning of measurements and recognize that the number of units it takes to measure an object is related to the size of the unit.</p> | <p>Supplemental Teacher created lessons using ruler, yard sticks, meter sticks and abbreviation chart Clarification documents instructional ideas</p> | <p>Clarification Documents and Teacher Created</p> | |
| <p><i>M.PS.02.02 Compare lengths; add and subtract lengths (no conversion of units).</i></p> | <p>II. Geometry and Measurement</p> | <p>II.3 Students compare attributes of two objects, or of one object with a standard unit, and analyze situations to determine what measurement(s) should be made and to what level of precision.</p> | <p>II.3.6 Apply measurement to describe the real world and to solve problems.</p> | <p>Supplemental Teacher created lessons Clarification documents instructional ideas</p> | <p>Clarification Documents and Teacher Created</p> | |

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| <i>M.UN.02.03 Measure area using non-standard units to the nearest whole unit.</i> | II. Geometry and Measurement | II.3 Students compare attributes of two objects, or of one object with a standard unit, and analyze situations to determine what measurement(s) should be made and to what level of precision. | II.3.3 Develop strategies for estimating measures and compare the estimates to the results of the measurement; decide if an estimate is "a good estimate." II.3.4 Explain the meaning of measurements and recognize that the number of units it takes to measure an object is related to the size of the unit. | Investigations: GR2 How Long? How Far? Inv. 1 - Comparing Lengths Supplemental Clarification documents instructional ideas | Clarification Documents and Teacher Created | |
| <i>M.TE.02.04 Find the area of a rectangle with whole number side lengths by covering with unit squares and counting, or by using a grid of unit squares; write the area as a product.</i> | II. Geometry and Measurement | II.3 Students compare attributes of two objects, or of one object with a standard unit, and analyze situations to determine what measurement(s) should be made and to what level of precision. | II.3.4 Explain the meaning of measurements and recognize that the number of units it takes to measure an object is related to the size of the unit. | Investigations: GR3 Flips, Turns and Area Inv. 1 - Motions with Tetrominoes Inv. 2 - Finding Area Supplemental Clarification documents instructional ideas | Clarification Documents and Teacher Created | |

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| <p><i>M.UN.02.05 Using both AM and PM tell and write time from the clock face in 5 minute intervals and from digital clocks to the minute; include reading time; :15 as nine-fifteen and 9:50 as nine-fifty. Interpret time both as minutes after the hour and minutes before the next hour. Show times by drawing hands on the clock face.</i></p> | <p>II. Geometry and Measurement</p> | <p>II.3 Students compare attributes of two objects, or of one object with a standard unit, and analyze situations to determine what measurement(s) should be made and to what level of precision.</p> | <p>11.3.1 Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement. II.3.2 Identify the attribute to be measured and select the appropriate unit of measurement for length, mass, area, perimeter, capacity, time, temperature and money.</p> | <p>Supplemental Teacher Created lessons using Judy Clocks and using Steck Vaughn activities Clarification documents instructional ideas</p> | <p>Clarification Documents and Teacher Created and Investigations</p> | |
| <p><i>M.UN.02.06 Use the concept of duration of time (determine what time it will be half an hour from 10:15).</i></p> | <p>II. Geometry and Measurement</p> | <p>II.3 Students compare attributes of two objects, or of one object with a standard unit, and analyze situations to determine what measurement(s) should be made and to what level of precision.</p> | <p>11.3.1 Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement. II.3.2 Identify the attribute to be measured and select the appropriate unit of measurement for length, mass, area, perimeter, capacity, time, temperature and money.</p> | <p>Investigations: GR2 Timelines and Rhythm Patterns Inv. Timeline Clarification documents instructional ideas Supplemental Teacher created lessons using Judy Clocks and Internet resources</p> | <p>Clarification Documents and Teacher Created</p> | |

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| <i>M.UN.02.07 Read and write amounts of money using decimal notations.</i> | II. Geometry and Measurement | II.3 Students compare attributes of two objects, or of one object with a standard unit, and analyze situations to determine what measurement(s) should be made and to what level of precision. | 11.3.1 Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement. 11.3.2 Identify the attribute to be measured and select the appropriate unit of measurement for length, mass, area, perimeter, capacity, time, temperature and money. | Supplemental Teacher created lessons using personal white boards. Clarification documents instructional ideas | Clarification Documents and Teacher Created | |
| <i>M.PS.02.08 Add and subtract money in mixed units.</i> | II. Geometry and Measurement | II.3 Students compare attributes of two objects, or of one object with a standard unit, and analyze situations to determine what measurement(s) should be made and to what level of precision. | 11.3.1 Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement. 11.3.6 Apply measurement to describe the real world and to solve problems. | Supplemental Teacher created lessons using personal white boards. Clarification documents instructional ideas | Clarification Documents and Teacher Created | |

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|---|------------------------------|--|---|--|--|--|
| <i>M.UN.02.09 Read temperature using the scale on a thermometer in degrees in Fahrenheit.</i> | II. Geometry and Measurement | II.3 Students compare attributes of two objects, or of one object with a standard unit, and analyze situations to determine what measurement(s) should be made and to what level of precision. | 11.3.1 Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement. | Supplemental Teacher created lessons using classroom and student thermometers Clarification documents instructional ideas | Clarification Documents and Teacher Created | |
| <i>M.PS.02.10 Solve simple word problems involving length and money.</i> | II. Geometry and Measurement | II.3 Students compare attributes of two objects, or of one object with a standard unit, and analyze situations to determine what measurement(s) should be made and to what level of precision. | II.3.6 Apply measurement to describe the real world and to solve problems. | Supplemental Teacher created lessons using internet resources. Clarification documents instructional ideas | Clarification Documents and Teacher Created | |
| <i>M.TE.02.11 Determine perimeters of rectangles and triangles by adding lengths of sides, recognizing the meaning of perimeter.</i> | II. Geometry and Measurement | II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. | II.1.4 Draw and build familiar shapes. II.1.7 Use shape, shape properties and shape relationships to describe the physical world and to solve problems. | Supplemental Teacher created lessons using Steck Vaughn activities, graph paper, and tiles. Clarification documents instructional ideas | Clarification Documents and Teacher Created | |

Second Grade

Marion Public Schools Math Curriculum Alignment

| GLCE | STRAND | CONTENT STANDARD | BENCHMARK | INSTRUCTION | ASSESSMENT | |
|--|-------------------------------------|---|---|---|---|--|
| <p><i>G.GS.02.01 Identify, describe, and compare familiar two-dimensional and three-dimensional shapes, such as triangles, rectangles, squares, circles, semi-circles, spheres, and rectangular prisms.</i></p> | <p>II. Geometry and Measurement</p> | <p>II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes.</p> | <p>II.1.1 Recognize and name familiar shapes in one, two and three dimensions such as lines, rectangles and spheres and informally discuss the shape of a graph. II.1.2 Describe the attributes of familiar shapes. II.1.3 Compare, sort and classify familiar shapes. II.1.7 Use shape, shape properties and shape relationships to describe the physical world and to solve problems.</p> | <p>Investigations: GR2 Shapes, Halves and Symmetry Inv. 1 - Composing and Decomposing Shapes Inv. - What is a Rectangle? Supplemental Clarification documents instructional ideas</p> | <p>Clarification Documents and Teacher Created</p> | |

Second Grade

Marion Public Schools Math Curriculum Alignment

| GLCE | STRAND | CONTENT STANDARD | BENCHMARK | INSTRUCTION | ASSESSMENT | |
|---|------------------------------|--|--|---|--|--|
| <i>G.GS.02.02 Explore and predict the results of putting together and taking apart two-dimension and three-dimensional shapes.</i> | II. Geometry and Measurement | II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. | II.1.3 Compare, sort and classify familiar shapes. II.1.4 Draw and build familiar shapes. II.1.5 Explore ways to combine, dissect and transform shapes. II.1.6 Recognize parallel and perpendicular line segments, and figures that have similarity and/or congruence. | Investigations: Shapes, Halves and Symmetry Inv. 1 "Composing and Decomposing Shapes" Supplemental Clarification documents instructional ideas | Clarification Documents and Teacher Created | |
| <i>G.GS.02.04 Distinguish between curves and straight lines and between curved surfaces and flat surfaces.</i> | II. Geometry and Measurement | II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. | II.1.2 Describe the attributes of familiar shapes. | Investigations: GR2 Mathematical Thinking Inv. 3 - Geometric Counts GR2 Shapes, Halves and Symmetry Inv. 1 - Composing and Decomposing Shapes Supplemental Clarification documents instructional ideas | Clarification Documents and Teacher Created | |

Second Grade

Marion Public Schools Math Curriculum Alignment

| GLCE | STRAND | CONTENT STANDARD | BENCHMARK | INSTRUCTION | ASSESSMENT | |
|---|------------------------------|--|---|---|---|--|
| <i>G.SR.02.05 Classify familiar plane and solid objects by common attributes such as shape, size, color, roundness, or number of corners and explain which attributes are being used classification.</i> | II. Geometry and Measurement | II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. | II.1.2 Describe the attributes of familiar shapes. II.1.3 Compare, sort and classify familiar shapes. II.1.7 Use shape, shape properties and shape relationships to describe the physical world and to solve problems. | Investigations: GR2 Shapes, Halves and Symmetry Inv. 1 - Composing and Decomposing Shapes Supplemental Clarification documents instructional ideas | Clarification Documents and Teacher Created | |
| <i>G.TR.02.06 Recognize that shapes that have been slid, turned, or flipped are the same shape.</i> | II. Geometry and Measurement | II.2 Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations on an object. | II.2.3 Explore what happens to the size, shape and position of an object after sliding, flipping, turning, enlarging or reducing it. II.2.5 Use concepts of position, direction and orientation to describe the physical world and to solve problems. | Investigations: GR2 Shapes, Halves and Symmetry Inv. 4 - Symmetry Supplemental Clarification documents instructional ideas | Clarification Documents and Teacher Created and Investigations | |

Second Grade

Marion Public Schools Math Curriculum Alignment

| GLCE | STRAND | CONTENT STANDARD | BENCHMARK | INSTRUCTION | ASSESSMENT | |
|--|-------------------------------------|--|--|---|--|--|
| <p><i>G.LO.02.07 Find and name locations using simple coordinate systems such as maps and first quadrant grids.</i></p> | <p>II. Geometry and Measurement</p> | <p>II.2 Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations on an object.</p> | <p>II.2.1 Locate and describe objects in terms of their position, including front, back, inside, outside, right, left, over, under, next to, between and locations on the number line, on a coordinate graph and on a map. II.2.2 Locate and describe objects in terms of their orientation, direction and relative position, including up, down, front, back, NSEW, flipped, turned, translated; recognize symmetrical objects and identify their lines of symmetry. II.2.5 Use concepts of position, direction and orientation to describe the physical world and to solve problems.</p> | <p>Investigations: GR4 Sunken Ships and Grid Patterns Inv. 1 - Locating Houses and Ships on a Grid Inv. 2 - Rectangles Turns and Coordinates Clarification documents instructional ideas</p> | <p>Clarification Documents and Teacher Created</p> | |

Second Grade

Marion Public Schools Math Curriculum Alignment

| GLCE | STRAND | CONTENT STANDARD | BENCHMARK | INSTRUCTION | ASSESSMENT | |
|---|---|---|--|---|--|--|
| <i>D.RE.02.01 Make pictographs using a scale representation, using scales where symbols equal more than one.</i> | III. Data Analysis and Statistics V. Numerical and Algebraic Operations and Analytical Thinking | III.1 Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats. V.2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems. | III.1.2 Organize data using concrete objects, pictures, tallies, tables, charts, diagrams and graphs. V.2.2 Explore algebraic concepts with manipulatives such as balance scales, tables of input and output, and pictorial representations of problems. | Investigations: GR2 How Many Pockets? How many Teeth? Inv. 3 - Data Projects GR2 Does it Walk, Crawl or Swim? Inv. 1 - Sorting People and Yekttis Supplemental Clarification documents instructional ideas | Clarification Documents and Teacher Created | |
| <i>D.RE.02.02 Read and interpret pictographs with scales, using scale factors of 2 and 3.</i> | III. Data Analysis and Statistics | III.2 Students examine data and describe characteristics of a distribution, relate data to the situation form which they arose, and use data to answer questions convincingly and persuasively. | III.2.1 Read and explain data they have collected and organized themselves and progress to reading data from other sources. | Investigations: GR2 How Many Pockets? How many Teeth? Inv. 3 - Data Projects GR2 Does it Walk, Crawl or Swim? Inv. 1 - Sorting People Supplemental Clarification documents instructional ideas | Clarification Documents and Teacher Created | |

Second Grade

Marion Public Schools Math Curriculum Alignment

| GLCE | STRAND | CONTENT STANDARD | BENCHMARK | INSTRUCTION | ASSESSMENT | |
|---|--|--|---|---|---|--|
| <p><i>D.RE.02.03 Solve problems using information in pictographs; include scales such as each _ represents 2 apples.</i></p> | <p>III. Data Analysis and Statistics</p> | <p>III.2 Students examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively.</p> | <p>III.2.3 Draw, explain and justify conclusions, such as trends based on data. III.2.5 Formulate questions and problems and gather and interpret data to answer those questions.</p> | <p>Investigations: GR2 How Many Pockets? How many Teeth? Inv. 3 - Data Projects GR2 Does it Walk, Crawl or Swim? Inv. 1 - Sorting People Supplemental Clarification documents instructional ideas</p> | <p>Clarification Documents and Teacher Created</p> | |