



Mathematics

Second Grade

4th Nine Weeks



This academic overview can be used to monitor and support your child's at-home learning progress

Unit 9: Fractional Understanding Part 2

Student Learning Targets

- I can explore how partitioning a figure with a certain number of times affects the size of the fractional parts.
- I can count fractional parts of models that represent numbers greater than one whole.
- I can count the number of equal parts that it takes to equal one whole.

Questions to Check for Unit Understanding

- How does the number of parts of a whole relate to the size of each part?
- How many parts make up a whole?
- How do you count fractional parts greater than one whole?

Key Academic Vocabulary

- Partitioning- Breaking or dividing a whole into equal parts
- Whole- an object or set of objects that have not been partitioned or divided into equal parts
- Fractional Parts- Part of a group or whole

Unit 10: Linear Measurement

Student Learning Targets

- I can find the length of objects using concrete models for standard units of length.
- I can describe the relationship between the size of the unit and the number of units needed to equal the length of an object.
- I can represent whole numbers as distances from any given location on a number line.
- I can measure an object using rulers, yardsticks, meter sticks, and measuring tapes.
- I can estimate and solve mathematical and real-world problems involving length.

Questions to Check for Unit Understanding

- What are the steps for measuring objects with concrete models and tools?
- What is the relationship between the size of a unit and the number of units needed to measure the length of an object?
- How can you represent whole numbers on a number line?

Key Academic Vocabulary

- Length- distance from one end to another
- Units of Measurement- inches, centimeters, yards, meters

Unit 11: Time

Student Learning Targets

- I can read and write the time on analog and digital clocks to the nearest one minute.
- I can explain the meanings of "a.m." and "p.m."

Questions to Check for Unit Understanding

- What time is shown on the clock?
- What is the difference between a.m. and p.m.?
- What kind of activities would you do in the a.m./p.m.?

Key Academic Vocabulary

- Analog clock- a clock with the numbers 1 to 12 and rotating hands
- Digital clock- a clock that uses numbers only to show the time

Unit 12: Contextual Multiplication and Division

Student Learning Targets

- I can describe contextual multiplication situations in which equivalent sets of concrete objects are joined.
- I can describe contextual division situations in which equivalent sets of concrete objects are separated into equivalent sets.
- I can use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps.

Questions to Check for Unit Understanding

- What would be a situation that would involve the use of multiplication?
- What would be a situation that would involve the use of division?
- How would you find the area of a rectangle using square units?

Key Academic Vocabulary

- Multiplication- combine equal groups to find a total
- Division- breaking up a number into an equal number of parts
- Area- the amount of units that cover a surface