

## Lonoke Primary School Curriculum Alignment-2nd Grade

SLE	Description-Math	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	TLI mod
<b>Number Operations</b>						
NO1.1	Use efficient strategies to count a given set of objects in groups of 2s and 5s to 100 and in groups of 3s to 30	X				1,7
NO.1.2	Represent a whole number in multiple ways using composition and decomposition	X				1
NO.1.3	Connect various physical models and representations to the quantities they represent using number names, numerals and number words up to 100 with and without technology	X				2
NO.1.4	Represent numbers to 100 in various forms	X				2
NO.1.5	Use multiple models to represent understanding of place value including hundreds	X				1
NO.1.6	Determine Relative position using ordinal numbers (first through eighteenth)	X				1
NO.1.7	Compare 2 numbers less than 100 using numerals and =, <, >, with and without appropriate technology	X				1
NO.1.8	Communicate the relative position of any number less than 100	X				1
NO.1.9	Represent fractions (halves, thirds, fourths, sixths and eights) using words, numerals, and physical models			X		7
NO.1.10	Utilize models to recognize that a fractional part can mean different amounts depending on the original quantity				X	7,8
NO.1.11	Use physical models and drawings to represent commonly used fractions such as halves, thirds and fourths in relation to the whole	NOT	2ND	GR		
NO.2.1	Count on and count back on a number line and a 100s chart starting at any whole number up to 100	X				1,7
NO.2.2	Model and use the commutative property for addition	X				3,4
NO.2.3	Develop an understanding of the associative property of addition using objects	X				3,4
NO.2.4	Apply number theory to determine if a two-digit number is odd or even	X				1
NO.2.5	Demonstrate various meaning of addition and subtraction	X				1,2,3,5,7,8
NO.2.6	Demonstrate various addition and subtraction relationships to solve problems in contextual situation involving whole numbers	X				3,6,8
NO.2.7	Model , represent and explain division as sharing equally and repeated subtraction in contextual situations				X	7,8
NO.3.1	Develop strategies for basic addition facts, counting on, counting all, one more, two more	X				2,8
NO.3.2	Demonstrate multiple strategies for adding or subtracting two-digit whole numbers	X	X			7,8
NO.3.3	Demonstrate computational fluency in addition facts with addends through 9 and corresponding subtractions	X	X			1,2,4,5,6
NO.3.4	Solve problems by using a variety of methods and tools	X		X		3,8
NO.3.5	Use estimation strategies to solve addition and subtraction problems and judge the reasonableness of the answer		X			3
<b>Algebra</b>						
A.4.1	Sort, classify, and label objects by three or more attributes in more than one way		X			5
A.4.2	Describe repeating and growing patterns in the environment	X				1
A.4.3	Use patterns to count forward and backward when given a number less than or equal to 100	X				1,2
A.4.4	Identify, describe and extend skip counting patterns from any given number	X				1,2
A.4.5	Identify a number that is more or less than any whole number less than 100 using multiples of ten	X				1,2
A.4.6	Recognize, describe, extend, and create repeating and growing patterns using a wide variety of materials to solve problems	X				1,2
A.5.1	Select and/or write number sentences to find the unknown in problem-solving contexts involving two-digit addition and subtraction using appropriate labels	X				3
A.5.2	Express mathematical relationships using equalities and inequalities (<,>, = not equal to)	X				3
A.5.3	Recognize that symbols such as ? Or * in an addition or subtraction equation represent a missing value that will make the statement true	X				3
A.6.1	Use a chart or table to organize information and to understand relationships	X				3,8
A.7.1	Interpret and compare quantitative change		X			6

Geometry						
G.8.1	Identify , name, sort and describe 3-D solids according to the shapes of faces			X		5
G.8.2	Match three-dimensional objects to their two-dimensional faces			X		5
G.8.3	Identify, classify and describe 2-D geometric figures using concrete objects drawings, and computer graphics			X		5
G.9.1	Use lines of symmetry to demonstrate and describe congruent figures within a 2-D figure			X		5
G.9.2	Demonstrate the motion of a single transformation			X		5
G.10.1	Extend the use of directional words to include rows and columns		X		X	3
G.11.1	Replicate a simple geometric design from a briefly displayed example or from a description			X		5,8
G.11.2	Create new figures by combining and subdividing models of existing figures			X		5,7
Measurement						
M.12.1	Recognize that there are 12 months in a year and that each month has a specific number of days			X		4,7
M.12.2	Recognize that there are 24 hours in a day			X		4,7
M.12.3	State the values of all coins (penny, nickel, dime) and dollar bill		X			4,8
M.12.4	Compare the value of all coins		X			7
M.12.5	Compare temperatures using the Fahrenheit scale on a thermometer			X		6
M.12.6	Make simple comparisons within units of like dimension (units of length, mass/weight and capacity)			X		6
M.13.1	Use a calendar to determine elapsed time involving a time period within a given month			X		4,7
M.13.2	Tell time to the hour the nearest 5-minute interval		X			4,8
M.13.3	Determine elapsed time in contextual situations in hour increments regardless of starting time		X			4,5,6,7
M.13.4	Determine the value of a combination of coins up to the dollar		X			4,7
M.13.5	Demonstrate a given value of money up to \$1.00 using a variety of coin combinations		X			4,7
M.13.6	Demonstrate a given value of money up to \$1.00 using the fewest coins possible		X			4,7
M.13.7	Represent and write the value of money using the cent sign and in decimal form when using the dollar sign		X			4,7
M.13.8	Calculate the amount of money, spent with and without regrouping in a contextual situation		X		X	4,7
M.13.9	Read temperatures on a Fahrenheit scale in intervals of ten			X		6
M.13.10	Select appropriate customary measurement tools for situations involving length, capacity, and mass			X		6
M.13.11	Estimate and measure length, capacity/volume and mass with non-standard units to recognize the need for standard units			X		6
M.13.12	Determine perimeter using physical materials and by using measurement tools			X		6
M.13.13	Find the area of a region by counting squares on a grid			X		6
M.13.14	Compare and order containers of various shapes and sizes according to their volume			X		6
Data Analysis & Probability						
DAP.14.1	Identify the purpose for data collection and collect, organize, record and display the data using physical materials		X			3,5,6
DAP.15.1	Analyze and make predictions from data represented in charts and graphs		X	X		3
DAP.15.2	Make true statements comparing data displayed on a graph or chart		X			3
DAP.16.1	Make simple predictions for a given set of data			X		3,6
DAP.17.1	Describe the probability of an event as being more, less, and equally likely to occur			X		6