

SECOND GRADE COMMON CORE STANDARDS MATH

SECOND GRADE COMMON CORE STANDARDS MATH LAYS THE FOUNDATION FOR A CHILD'S LIFELONG MATHEMATICAL UNDERSTANDING, COVERING CRUCIAL AREAS LIKE NUMBER SENSE, OPERATIONS, MEASUREMENT, DATA, AND GEOMETRY. AS STUDENTS PROGRESS FROM FIRST GRADE, THESE STANDARDS PRESENT A MORE IN-DEPTH EXPLORATION OF ADDITION AND SUBTRACTION, INTRODUCE MULTIPLICATION CONCEPTS, AND SOLIDIFY THEIR UNDERSTANDING OF PLACE VALUE. THIS ARTICLE WILL DELVE INTO THE CORE DOMAINS OF THE SECOND-GRADE COMMON CORE MATH CURRICULUM, OFFERING A COMPREHENSIVE OVERVIEW OF WHAT YOUNG LEARNERS ARE EXPECTED TO MASTER. WE WILL EXPLORE THE SPECIFIC SKILLS WITHIN EACH DOMAIN, PROVIDING CLARITY FOR PARENTS, EDUCATORS, AND STUDENTS ALIKE ON THE KEY LEARNING OBJECTIVES FOR THIS IMPORTANT ACADEMIC YEAR IN MATHEMATICS. UNDERSTANDING THESE BENCHMARKS IS ESSENTIAL FOR SUPPORTING STUDENT SUCCESS AND ENSURING A SMOOTH TRANSITION TO THIRD-GRADE MATH.

UNDERSTANDING THE DOMAINS OF SECOND GRADE COMMON CORE MATH STANDARDS

THE SECOND-GRADE COMMON CORE STATE STANDARDS FOR MATHEMATICS ARE ORGANIZED INTO FIVE MAIN DOMAINS: OPERATIONS AND ALGEBRAIC THINKING, NUMBER AND OPERATIONS IN BASE TEN, MEASUREMENT AND DATA, GEOMETRY, AND A STRONG EMPHASIS ON MATHEMATICAL PRACTICES. EACH DOMAIN BUILDS UPON THE FOUNDATIONAL CONCEPTS INTRODUCED IN EARLIER GRADES, REQUIRING STUDENTS TO NOT ONLY UNDERSTAND MATHEMATICAL PROCEDURES BUT ALSO TO REASON ABSTRACTLY AND QUANTITATIVELY, CONSTRUCT VIABLE ARGUMENTS, AND MODEL WITH MATHEMATICS. THIS COMPREHENSIVE APPROACH AIMS TO DEVELOP WELL-ROUNDED MATHEMATICAL THINKERS WHO CAN APPLY THEIR KNOWLEDGE TO REAL-WORLD SITUATIONS.

OPERATIONS AND ALGEBRAIC THINKING IN SECOND GRADE

THIS DOMAIN IS CENTRAL TO DEVELOPING STUDENTS' UNDERSTANDING OF ADDITION AND SUBTRACTION STRATEGIES AND THEIR FLUENCY. SECOND GRADERS ARE EXPECTED TO MASTER ADDITION AND SUBTRACTION WITHIN 100, A SIGNIFICANT STEP UP FROM FIRST GRADE. THEY LEARN TO ADD AND SUBTRACT WITHIN 20 FLUENTLY, AND BY THE END OF SECOND GRADE, THEY SHOULD BE PROFICIENT IN ADDING AND SUBTRACTING WITHIN 100. THIS INVOLVES UNDERSTANDING PROPERTIES OF OPERATIONS, SUCH AS THE COMMUTATIVE AND ASSOCIATIVE PROPERTIES, AND USING THEM TO SOLVE PROBLEMS. STUDENTS WILL ALSO ENGAGE WITH WORD PROBLEMS INVOLVING THESE OPERATIONS, INCLUDING THOSE REQUIRING ADDITION OR SUBTRACTION WITH UNKNOWN ADDENDS, AND PROBLEMS INVOLVING THE CONCEPTS OF "ADDING TO," "TAKING FROM," "PUTTING TOGETHER," "TAKING APART," AND "COMPARING."

ADDING AND SUBTRACTING WITHIN 100

A PRIMARY FOCUS IN SECOND GRADE IS THE MASTERY OF ADDITION AND SUBTRACTION WITHIN 100. STUDENTS ARE TAUGHT VARIOUS STRATEGIES, INCLUDING USING PLACE VALUE, PROPERTIES OF OPERATIONS, AND THE RELATIONSHIP BETWEEN ADDITION AND SUBTRACTION. THEY WILL LEARN TO REPRESENT THESE PROBLEMS USING EQUATIONS, DRAWINGS, AND NUMBER LINES. THE GOAL IS FOR THEM TO NOT ONLY COMPUTE ACCURATELY BUT ALSO TO UNDERSTAND THE UNDERLYING MATHEMATICAL RELATIONSHIPS.

WORD PROBLEMS AND PROBLEM SOLVING

SECOND GRADERS ARE EXPECTED TO SOLVE ONE-STEP AND TWO-STEP WORD PROBLEMS INVOLVING ADDITION AND SUBTRACTION WITHIN 100. THESE PROBLEMS WILL OFTEN INVOLVE DIFFERENT SCENARIOS, SUCH AS "ADD TO," "TAKE FROM," "PUT TOGETHER," "TAKE APART," AND "COMPARE" SITUATIONS. DEVELOPING STRATEGIES TO ANALYZE THESE PROBLEMS, IDENTIFY THE RELEVANT INFORMATION, AND CHOOSE THE APPROPRIATE OPERATION IS A KEY SKILL.

UNDERSTANDING PROPERTIES OF OPERATIONS

STUDENTS WILL EXPLORE THE PROPERTIES OF ADDITION, SUCH AS THE COMMUTATIVE PROPERTY ($A + B = B + A$) AND THE ASSOCIATIVE PROPERTY ($A + (B + C) = (A + B) + C$). WHILE THEY MAY NOT USE THESE FORMAL TERMS EXTENSIVELY, THEY WILL INTUITIVELY USE THESE PROPERTIES TO SIMPLIFY CALCULATIONS. FOR EXAMPLE, TO SOLVE $7 + 8 + 3$, A STUDENT MIGHT REARRANGE IT AS $7 + (8 + 3) = 7 + 11 = 18$, OR $(7 + 3) + 8 = 10 + 8 = 18$.

NUMBER AND OPERATIONS IN BASE TEN

THIS DOMAIN FOCUSES ON EXTENDING STUDENTS' UNDERSTANDING OF PLACE VALUE AND THEIR ABILITY TO PERFORM ARITHMETIC OPERATIONS WITH MULTI-DIGIT NUMBERS. SECOND GRADERS BUILD UPON THEIR FIRST-GRADE KNOWLEDGE OF HUNDREDS, TENS, AND ONES, AND ARE INTRODUCED TO REPRESENTING NUMBERS UP TO 1,000. THEY ALSO BEGIN TO EXPLORE CONCEPTS RELATED TO MULTIPLICATION, THOUGH FORMAL MULTIPLICATION IS TYPICALLY INTRODUCED IN THIRD GRADE.

UNDERSTANDING PLACE VALUE TO 1,000

STUDENTS WILL REPRESENT NUMBERS UP TO 1,000 IN VARIOUS WAYS, INCLUDING USING BASE-TEN BLOCKS, EXPANDED FORM, AND STANDARD FORM. THEY WILL UNDERSTAND THAT THE VALUE OF A DIGIT DEPENDS ON ITS POSITION IN THE NUMBER. FOR INSTANCE, IN THE NUMBER 345, THE '3' REPRESENTS 3 HUNDREDS, THE '4' REPRESENTS 4 TENS, AND THE '5' REPRESENTS 5 ONES.

ADDING AND SUBTRACTING MULTI-DIGIT NUMBERS

SECOND GRADERS WILL LEARN TO ADD AND SUBTRACT TWO-DIGIT NUMBERS USING STRATEGIES BASED ON PLACE VALUE, PROPERTIES OF OPERATIONS, AND STANDARD ALGORITHMS (THOUGH THE EMPHASIS IS ON UNDERSTANDING THE STRATEGIES RATHER THAN ROTE MEMORIZATION OF ALGORITHMS). THIS INCLUDES REGROUPING (CARRYING OVER) WHEN ADDING AND BORROWING WHEN SUBTRACTING, UNDERSTOOD THROUGH THE LENS OF PLACE VALUE.

INTRODUCTION TO MULTIPLICATION CONCEPTS

WHILE FORMAL MULTIPLICATION IS FOR THIRD GRADE, SECOND GRADERS ARE INTRODUCED TO THE CONCEPT OF EQUAL GROUPS AND ARRAYS. THEY MIGHT EXPLORE SITUATIONS INVOLVING REPEATED ADDITION, LAYING THE GROUNDWORK FOR UNDERSTANDING MULTIPLICATION AS A MORE EFFICIENT WAY TO REPRESENT SUCH SITUATIONS.

MEASUREMENT AND DATA

THIS DOMAIN ENCOURAGES STUDENTS TO DEVELOP A SENSE OF MEASUREMENT, INCLUDING LENGTH, TIME, AND MONEY, AND TO COLLECT, REPRESENT, AND INTERPRET DATA. THESE SKILLS ARE PRACTICAL AND HELP CHILDREN CONNECT MATHEMATICAL CONCEPTS TO THE WORLD AROUND THEM.

MEASURING LENGTHS

SECOND GRADERS LEARN TO MEASURE THE LENGTH OF AN OBJECT BY SELECTING AND USING APPROPRIATE TOOLS SUCH AS RULERS, YARDSTICKS, METER STICKS, AND MEASURING TAPES. THEY WILL ALSO UNDERSTAND THE CONCEPT OF A "UNIT FRACTION" OF A LENGTH, AND USE THE CONCEPT FROM FIRST GRADE TO MEASURE THE LENGTH OF AN OBJECT BY LAYING MULTIPLE COPIES OF A SHORTER UNIT END TO END. THEY WILL LEARN TO ESTIMATE LENGTHS AND UNDERSTAND THAT REPEATED MEASUREMENTS OF THE SAME OBJECT CAN DIFFER SLIGHTLY.

TELLING TIME AND COUNTING MONEY

STUDENTS WILL TELL AND WRITE TIME TO THE NEAREST MINUTE AND WILL UNDERSTAND CONCEPTS OF AM AND PM. THEY WILL ALSO LEARN TO SOLVE PROBLEMS INVOLVING DOLLAR BILLS, QUARTERS, DIMES, NICKELS, AND PENNIES, USING BOTH THE WORD AND SYMBOL FOR DOLLARS AND CENTS. COUNTING MONEY ACCURATELY AND SOLVING SIMPLE WORD PROBLEMS INVOLVING MONETARY TRANSACTIONS ARE KEY SKILLS.

REPRESENTING AND INTERPRETING DATA

SECOND GRADERS WILL COLLECT DATA WITH UP TO FOUR CATEGORIES AND ORGANIZE IT IN A SIMPLE GRAPH, SUCH AS A PICTURE GRAPH OR A BAR GRAPH. THEY WILL BE ABLE TO ANSWER QUESTIONS ABOUT THE DATA, SUCH AS "HOW MANY MORE" OR "HOW MANY FEWER," REINFORCING THEIR UNDERSTANDING OF ADDITION AND SUBTRACTION IN A DATA CONTEXT.

GEOMETRY

THE GEOMETRY STANDARDS FOR SECOND GRADE FOCUS ON UNDERSTANDING THE PROPERTIES OF SHAPES AND COMPOSING THEM TO CREATE NEW SHAPES. THIS DOMAIN HELPS DEVELOP SPATIAL REASONING AND AN UNDERSTANDING OF GEOMETRIC ATTRIBUTES.

IDENTIFYING AND DESCRIBING SHAPES

STUDENTS WILL LEARN TO IDENTIFY AND DESCRIBE SHAPES BASED ON THEIR ATTRIBUTES, SUCH AS THE NUMBER OF SIDES, ANGLES, AND VERTICES. THEY WILL DISTINGUISH BETWEEN QUADRILATERALS (SQUARES, RECTANGLES, RHOMBUSES, TRAPEZOIDS) AND OTHER POLYGONS. THEY WILL ALSO RECOGNIZE AND DRAW SHAPES HAVING SPECIFIC ATTRIBUTES.

COMPOSING SHAPES

SECOND GRADERS WILL LEARN TO PARTITION CIRCLES AND RECTANGLES INTO TWO OR FOUR EQUAL SHARES, DESCRIBING THE SHARES USING THE TERMS "HALF," "HALF OF," "THIRD OF," "FOURTH OF," AND "QUARTER OF." THEY WILL ALSO UNDERSTAND THAT EQUAL SHARES DO NOT NECESSARILY MEAN EQUAL SHAPE. THIS LAYS THE GROUNDWORK FOR UNDERSTANDING FRACTIONS.

UNDERSTANDING CONCEPTS OF AREA

BUILDING ON THE CONCEPT OF PARTITIONING SHAPES, STUDENTS WILL BEGIN TO UNDERSTAND THE CONCEPT OF AREA AS IT RELATES TO TILING. THEY WILL BE ABLE TO RECOGNIZE THAT A SQUARE WITH SIDE LENGTH 1 UNIT, CALLED A "UNIT SQUARE" (WITHOUT THE FORMAL VOCABULARY), IS A PLANE FIGURE WHICH CAN BE USED TO MEASURE AREA. THEY WILL UNDERSTAND THAT THE AREA OF A SHAPE IS THE NUMBER OF THESE UNIT SQUARES THAT COVER THE SHAPE WITHOUT GAPS OR OVERLAPS.

THE IMPORTANCE OF MATHEMATICAL PRACTICES

BEYOND THE SPECIFIC CONTENT IN EACH DOMAIN, THE COMMON CORE STANDARDS ALSO EMPHASIZE EIGHT MATHEMATICAL PRACTICES. THESE PRACTICES ARE THE BEHAVIORS AND HABITS OF MIND THAT MATHEMATICAL PROFICIENT STUDENTS EXHIBIT. THEY INCLUDE: MAKING SENSE OF PROBLEMS AND PERSEVERING IN SOLVING THEM; REASONING ABSTRACTLY AND QUANTITATIVELY; CONSTRUCTING VIABLE ARGUMENTS AND CRITIQUING THE REASONING OF OTHERS; MODELING WITH MATHEMATICS; USING APPROPRIATE TOOLS STRATEGICALLY; ATTENDING TO PRECISION; LOOKING FOR AND MAKING USE OF STRUCTURE; AND LOOKING FOR AND EXPRESSING REGULARITY IN REPEATED REASONING.

- UNDERSTANDING AND APPLYING MATHEMATICAL CONCEPTS.

- DEVELOPING PROBLEM-SOLVING SKILLS.
- COMMUNICATING MATHEMATICAL IDEAS EFFECTIVELY.
- UTILIZING VARIOUS STRATEGIES TO SOLVE PROBLEMS.
- REASONING AND JUSTIFYING MATHEMATICAL THINKING.

THESE PRACTICES ARE INTERWOVEN THROUGHOUT ALL THE CONTENT DOMAINS AND ARE CRUCIAL FOR DEVELOPING DEEP MATHEMATICAL UNDERSTANDING AND FOSTERING LIFELONG LEARNING. THEY ARE NOT TAUGHT IN ISOLATION BUT ARE INTEGRATED INTO THE DAILY TEACHING AND LEARNING OF MATHEMATICS, ENCOURAGING STUDENTS TO BECOME ACTIVE AND ENGAGED LEARNERS.

FREQUENTLY ASKED QUESTIONS

WHAT ARE THE KEY COMMON CORE MATH STANDARDS FOR SECOND GRADE IN OPERATIONS AND ALGEBRAIC THINKING?

KEY STANDARDS INCLUDE ADDING AND SUBTRACTING WITHIN 100 (2.OA.1 & 2.NBT.5), UNDERSTANDING AND APPLYING PROPERTIES OF OPERATIONS (2.OA.2), AND WORKING WITH EQUAL GROUPS OF OBJECTS TO GAIN FOUNDATIONS FOR MULTIPLICATION (2.OA.3 & 2.OA.4).

HOW DO SECOND GRADERS LEARN TO SOLVE WORD PROBLEMS INVOLVING ADDITION AND SUBTRACTION ACCORDING TO COMMON CORE?

SECOND GRADERS SOLVE WORD PROBLEMS WITHIN 100 INVOLVING ADDING OR SUBTRACTING TO FIND AN UNKNOWN, COMPARING QUANTITIES, AND PROBLEMS WITH THREE WHOLE NUMBERS (2.OA.1). THEY LEARN TO REPRESENT THESE PROBLEMS USING DRAWINGS OR EQUATIONS WITH A SYMBOL FOR THE UNKNOWN NUMBER.

WHAT DOES THE COMMON CORE STANDARD 2.OA.2 EMPHASIZE REGARDING FLUENCY?

STANDARD 2.OA.2 EMPHASIZES FLUENCY WITH ADDITION AND SUBTRACTION WITHIN 20. THIS MEANS STUDENTS SHOULD BE ABLE TO RECALL ADDITION AND SUBTRACTION FACTS ACCURATELY AND QUICKLY, TYPICALLY BY THE END OF SECOND GRADE.

WHAT ARE THE CORE CONCEPTS OF THE NUMBER AND OPERATIONS IN BASE TEN DOMAIN FOR SECOND GRADE?

THIS DOMAIN FOCUSES ON UNDERSTANDING PLACE VALUE. STUDENTS EXTEND THEIR UNDERSTANDING OF PLACE VALUE TO 1,000 (2.NBT.1), COMPARE MULTI-DIGIT NUMBERS (2.NBT.4), AND ADD AND SUBTRACT WITHIN 1,000 USING MODELS AND STRATEGIES BASED ON PLACE VALUE (2.NBT.7).

HOW DO SECOND GRADERS ADD AND SUBTRACT LARGER NUMBERS (WITHIN 1000) UNDER COMMON CORE?

UNDER 2.NBT.7, SECOND GRADERS LEARN TO ADD AND SUBTRACT WITHIN 1,000 BY USING CONCRETE MODELS OR DRAWINGS AND STRATEGIES BASED ON PLACE VALUE, PROPERTIES OF OPERATIONS, AND/OR THE RELATIONSHIP BETWEEN ADDITION AND

SUBTRACTION. THEY ALSO LEARN TO MENTALLY ADD OR SUBTRACT 10 OR 100 (2.NBT.8).

WHAT GEOMETRY SKILLS ARE EXPECTED OF SECOND GRADERS ACCORDING TO COMMON CORE?

IN GEOMETRY (2.G), SECOND GRADERS LEARN TO DRAW AND IDENTIFY TWO-DIMENSIONAL SHAPES BASED ON THEIR ATTRIBUTES (2.G.1). THEY ALSO PARTITION CIRCLES AND RECTANGLES INTO TWO, THREE, OR FOUR EQUAL SHARES AND DESCRIBE THE SHARES USING FRACTIONS LIKE HALVES, THIRDS, AND FOURTHS (2.G.2 & 2.G.3).

WHAT ARE THE MAIN MEASUREMENT AND DATA STANDARDS FOR SECOND GRADE?

SECOND GRADERS MEASURE AND ESTIMATE LENGTHS IN STANDARD UNITS (2.MD.1). THEY ALSO LEARN TO RELATE ADDITION AND SUBTRACTION TO LENGTH PROBLEMS (2.MD.4 & 2.MD.5) AND WORK WITH TIME AND MONEY (2.MD.6 & 2.MD.7).

HOW DO SECOND GRADERS REPRESENT DATA ACCORDING TO COMMON CORE STANDARDS?

STUDENTS CREATE A PICTURE GRAPH AND A BAR GRAPH TO REPRESENT DATA WITH UP TO FOUR CATEGORIES. THEY THEN SOLVE SIMPLE 'PUT TOGETHER,' 'TAKE APART,' AND 'COMPARE' PROBLEMS USING INFORMATION FROM THESE GRAPHS (2.MD.10).

WHAT IS THE ROLE OF UNDERSTANDING ODD AND EVEN NUMBERS IN SECOND GRADE MATH?

UNDERSTANDING ODD AND EVEN NUMBERS (2.OA.3) IS CRUCIAL. STUDENTS LEARN TO DETERMINE WHETHER A GROUP OF OBJECTS (UP TO 20) IS ODD OR EVEN BY COUNTING, PAIRING, OR BY LOOKING AT THE LAST DIGIT. THIS BUILDS A FOUNDATION FOR LATER NUMBER THEORY CONCEPTS.

ADDITIONAL RESOURCES

HERE ARE 9 BOOK TITLES RELATED TO SECOND-GRADE COMMON CORE MATH STANDARDS, EACH WITH A SHORT DESCRIPTION:

1. THE GREAT ADDITION ADVENTURE

THIS ENGAGING STORY FOLLOWS TWO FRIENDS ON A QUEST TO COLLECT A SPECIFIC NUMBER OF MAGICAL GEMS. ALONG THE WAY, THEY ENCOUNTER VARIOUS CHALLENGES THAT REQUIRE THEM TO USE THEIR ADDITION SKILLS, FROM COMBINING SETS OF BERRIES TO FIGURING OUT HOW MANY MORE STEPS THEY NEED TO TAKE. THE BOOK PLAYFULLY INTRODUCES CONCEPTS LIKE ADDING WITHIN 100 AND USING STRATEGIES SUCH AS MAKING TENS.

2. SUBTRACTION SECRETS OF THE SWAMP

JOIN A CURIOUS EXPLORER AS THEY NAVIGATE A MYSTERIOUS SWAMP FILLED WITH FASCINATING CREATURES. TO PROGRESS, THEY MUST SOLVE PUZZLES THAT INVOLVE TAKING AWAY ITEMS FROM A LARGER GROUP. THE NARRATIVE REINFORCES SUBTRACTION WITHIN 100 AND ENCOURAGES READERS TO VISUALIZE TAKING AWAY, MAKING SUBTRACTION LESS DAUNTING.

3. THE MYSTERY OF THE MISSING HUNDREDS

WHEN A BAKER DISCOVERS HE'S MISSING A WHOLE RACK OF CAKES – 100 TO BE EXACT – TWO YOUNG DETECTIVES ARE CALLED IN. THEY MUST USE THEIR UNDERSTANDING OF PLACE VALUE AND NUMBER BONDS TO FIGURE OUT WHERE THE HUNDREDS HAVE GONE. THIS BOOK CLEVERLY ILLUSTRATES THE CONCEPT OF HUNDREDS AS A UNIT AND REINFORCES COUNTING BY HUNDREDS.

4. ARRAYS OF AMAZEMENT ISLAND

ON THIS TROPICAL ISLAND, EVERYTHING IS ARRANGED IN NEAT ROWS AND COLUMNS, FROM DELICIOUS FRUIT TREES TO COLORFUL PARROTS. READERS WILL DISCOVER HOW THESE ARRANGEMENTS REPRESENT MULTIPLICATION AS REPEATED ADDITION. THE STORY MAKES UNDERSTANDING ARRAYS AND BASIC MULTIPLICATION CONCEPTS VISUAL AND FUN.

5. TELLING TIME TALES

FOLLOW A GROUP OF FRIENDS THROUGHOUT THEIR DAY, EXPERIENCING VARIOUS ACTIVITIES THAT ARE TIMED. THEY LEARN TO READ ANALOG CLOCKS, UNDERSTAND "ON THE HOUR" AND "HALF PAST," AND EVEN BEGIN TO GRASP CONCEPTS OF ELAPSED TIME. THIS BOOK MAKES LEARNING TO TELL TIME A RELATABLE AND EXCITING PART OF A DAILY ROUTINE.

6. MEASURING THE MIGHTY MOUNTAIN

A TEAM OF BRAVE CLIMBERS SETS OUT TO SCALE A COLOSSAL MOUNTAIN, BUT THEY NEED TO KNOW ITS EXACT HEIGHT! THIS ADVENTURE BOOK INTRODUCES THE CONCEPTS OF MEASUREMENT, FOCUSING ON USING STANDARD UNITS LIKE FEET AND INCHES. READERS WILL LEARN ABOUT COMPARING LENGTHS AND UNDERSTANDING HOW TO MEASURE OBJECTS ACCURATELY.

7. COINS AND THEIR COUNTING CAPERS

TWO RESOURCEFUL KIDS NEED TO SAVE UP ENOUGH MONEY FOR A SPECIAL TREAT, SO THEY EMBARK ON A COIN-COLLECTING MISSION. THEY LEARN TO IDENTIFY DIFFERENT U.S. COINS – PENNIES, NICKELS, DICES, AND QUARTERS – AND THEIR VALUES. THE STORY PROVIDES PRACTICAL OPPORTUNITIES TO PRACTICE COUNTING MONEY AND UNDERSTANDING ITS WORTH.

8. THE SHAPE SHIFTERS' SURPRISE PARTY

A WHIMSICAL GATHERING IS BEING PLANNED, BUT THE PARTY DECORATIONS AND TREATS ARE MADE OF VARIOUS GEOMETRIC SHAPES. READERS WILL IDENTIFY TWO-DIMENSIONAL SHAPES LIKE SQUARES, CIRCLES, AND TRIANGLES, AS WELL AS THREE-DIMENSIONAL SHAPES SUCH AS CUBES AND SPHERES. THE BOOK HELPS CHILDREN RECOGNIZE AND NAME SHAPES IN THEIR ENVIRONMENT.

9. GRAPHING GALACTIC GOODS

WHEN ALIEN TRADERS ARRIVE, THEY BRING WITH THEM A PECULIAR ASSORTMENT OF ITEMS THAT NEED TO BE ORGANIZED. THIS BOOK INTRODUCES THE CONCEPT OF DATA REPRESENTATION THROUGH PICTOGRAPHS AND BAR GRAPHS. CHILDREN WILL LEARN TO COLLECT, ORGANIZE, AND INTERPRET SIMPLE DATA SETS, HELPING THEM UNDERSTAND HOW GRAPHS TELL A STORY.

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