

Guided Math – Grade 2 Scope & Sequence

Lesson #	Objectives & Skills	CCSS
Unit 1: Number Sense & Place Value		
U - U	Introduction to Numbers understand and practice how to know numbers in different ways, orally/with/whole real objects, number bonds	2.NBT.3
U - L2	Building Numbers understand and practice how to know numbers in different ways, orally/with/whole real objects, number bonds, building numbers using base 100 cubes	2.NBT.3
U - L3	Building Numbers with Tens Frames understand and practice how to know numbers in different ways, orally/with/whole real objects, number bonds, building numbers using tens frames	2.NBT.3
U - L4	Building Numbers with Base 10 Blocks understand and practice how to know numbers in different ways, orally/with/whole real objects, building numbers using base 10 blocks	2.NBT.1, 2.NBT.3
U - L5	Odd or Even Numbers building numbers using Base 10 blocks/dots, patterning of numbers, odd and even numbers	2.OA.3
U - L6	Comparing 2-Digit Numbers compare numbers within 100, use mathematical symbols to show greater than/less than/equal to, use mathematical terms to say to know numbers	2.NBT.3, 2.NBT.4
U - L7	Ordering Numbers order numbers from least to greatest and greatest to least, use to order numbers	2.NBT.3, 2.NBT.4
U - L8	Hand Math using a Hundreds Chart use a hundreds chart to understand one more/one less/ten more/ten less, find a number, thinking orally to add/subtract using hand math	2.NBT.8
U - L9	Hand Math (Day 2) use a hundreds chart to understand one more/one less/ten more/ten less, find a number, thinking orally to add/subtract using hand math	2.NBT.8
U - U0	Skip Counting on a Number Line use a number line to count forward and backward, practice counting by 2s, 3s, 5s, and 10s using a number chart	2.NBT.2
U - U	Building 3-Digit Numbers understand and practice how to know numbers in different ways, orally/with/whole real objects, building 3-digit numbers, understand opposite halves numbers	2.NBT.1, 2.NBT.3

Grade Ppure Math Scope

Lei Huang

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the author's name.

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Africa Lindiwe Tshuma,2021-01-26 The book is the result of a five year project that culminated within the first three years in doctoral research interrogating language competency for meaningful mathematics instruction at upper primary level conducted at University of Stellenbosch in 2017 and this book in the succeeding two years The initial research project received countrywide coverage in several South African media outlets including Times Live and Radio 2000 **The**

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Multilingualism in Mathematics Education in Africa Anthony A. Essien,2023-12-14 This book brings together the first book collection of African research in mathematics education in multilingual societies and chronicles current research in different linguistic contexts across the African continent including Algeria Namibia Malawi Morocco Rwanda South Africa on issues of multilingualism in mathematics education but more importantly it foregrounds pertinent issues for future research With many of the authors building on earlier path breaking African research the book is a unique contribution of careful thinking through how linguistic diversity and multilingualism manifest in ways that differ from one geopolitical context to another This volume is an important contribution to the growing recognition of multilingualism as the global linguistic dispensation in mathematics education It is an invitation to how we might as an international community where more and more multilingualism is the norm rather than an exception pay more attention to the multilingual agency and capabilities of both students and teachers in order to better harness the epistemic potential of multiple languages in contexts of language diversity in mathematics education ... **The Teaching of Mathematics in the United Kingdom** Great Britain. Board of Education,1912

Learning Mathematics Prof Leone Burton,Leone Burton,2012-10-12 Learning Mathematics brings together a collection of interrelated and forward looking chapters by internationally recognized experts that explores changes in the theories and practices of learning and teaching mathematics The authors reject a traditional transmission view of the teaching of mathematics which has proved so ineffective for learning In its place they offer information gathered from research and from practice about effects on the learners seeking to create and negotiate meaning Learners are presented as actively attempting to make sense of the mathematics they encounter and learners teachers and researchers are offered examples of ho such sense making activities incorporated into mathematics classrooms impact on coming to know The book celebrates both diversity in the range of different perspectives contributions and topics and unity in the linking chapters and themes It will be fascinating reading for those mathematics educators who are eager to engage with a socio cultural perspective in order to better understand the complexity of learning mathematics **Report of the Committee of**

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,1905 **The Arithmetic Teacher** ,1976 **Report of the Committee of Council on Education in Scotland** Great
Britain. Scottish Education Department,1929 *High Points in the Work of the High Schools of New York City* ,1945

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