# Welcome to Parent Curriculum Night 



## Outcomes

-We will have had the opportunity to connect with each other and build new working relationships to aid in student learning.
-We will have generated ideas of what types of questions to ask to assess student understanding as well as how to use the questioning strategy to deepen student reading comprehension.
-We will have generated ideas of how to use both open and ticked number lines to aid in improving number sense, computational fluency, telling time, and comparing fractions to aid students' math conceptual understanding.
-We will have the opportunity to make and take learning tools to help enhance learning at home.

## When you read you...

-Make Connections
-Make Predictions
-Visualize
-Summarize
-Evaluate
-Ask Questions


## Making Connections



## Making Predictions



* Thimh alooit what might hoppon next in the story,
* Read to find out il your predietien was right.
* Mehe new predictient ai you read elong.


## Visualizing



## Summarizing

## Summarrizing

Summarizing is when you tell what's important in your own words.

You can summarize by saying "Somebody-wanted-but-so".

## Evaluate



## Questioning



# Where can you go to learn more about reading comprehension strategies? 

http://elaparentsupport.weebly.com/


When you solve math problems you...

- Use base ten models
- Decompose numbers
- Draw models
- Use number lines

| $248=200+40+8$ |
| ---: |
| $+345=300+40+5$ |
| $500+80+13$ |
| $500+93$ |
| 593 |



Where can you go to learn more about additional math strategies?
https://smart.wikispaces.hcpss.org/SMART +Pages



## Parking lot questions



Number lines are used throughout the second grade curriculum in various ways.
-Number sense

-Adding and Subtracting two and three digit numbers
-Problem solving with one and two step problems
-The Foundation of Multiplication
-Time to the nearest 5 minutes


## Let's play a little game.



## 100

http://www.oswego.org/ocsd-web/games/Estimate/ estimate.html

## Number Sense

Relate addition and subtraction to length.
2.MD. 6

Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers $0,1,2$


## Examples:

Given a number line with equal spaces, the students will fill in missing numbers.


What does it look like in the third grade curriculum?
3.NF. 2

Understand a fraction as a number on the number line; represent fractions on a number line diagram.


## Example

## $\left.\frac{5}{8}\right|_{0} \underset{1}{\longrightarrow}$


https://www.youtube.com/watch?v=k5C5PdZ_Yys

## What can you do at home?

- Take a piece of yarn and make a human number line. Label the two ends with numbers of your choice and tell your child a number. Have them find the location of that number and explain why they chose that spot.
- Create a number line with two endpoints. Give them an index card with a number on it. Have them explain how they placed the number. Change the endpoints and have them place the same number in it's new spot.


# Adding and subtracting two and three digit numbers 

Use place value understanding and properties of operations to add and subtract.

## 2.NBT. 7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

## 2.NBT. 9

Explain why addition and subtraction strategies work, using place value and the properties of operations. ${ }^{1}$

## Examples


$90-24=66$


## What if we don't have a number line available?

$$
26+49=75
$$



94-36= 58


## What can you do at home?

- Roll an addition or subtraction problem to create two or three digit numbers. Have your child create an open number line to solve it. Have them explain how they made their number line.
- Pull numbers out of a deck of cards to make two or three digit addition or subtraction problems. Have your child use an open number line to solve it.


# Problem solving using one and two-step problems 

Represent and solve problems involving addition and subtraction.
2.OA. 1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ${ }^{1}$

## Example

Sarah has 32 marbles. She gets 23 more for her birthday. While she was playing with them she lost 6 . How many marbles does Sarah have left?

32+23-6=
$49 \quad 50 \quad 51 \quad 52 \quad 535455$

32

## What would this look like in third grade?

Steve eats breakfast at 7:00 am. Juan invites him over to each lunch at 11:45 am. How much time does Steve have before he needs to be at Juan's house?

1 hr.
1 hr .
1 hr.
1 hr.
$30 \mathrm{~min} . \quad 15 \mathrm{~min}$.

7:00 am
8:00 am
9:00 am
10:00 am
11:00 am 11:30 am 11:45 am
$1 \mathrm{hr}+1 \mathrm{hr} .+1 \mathrm{hr} .+1 \mathrm{hr} .+30 \mathrm{~min}+15 \mathrm{~min} .=4 \mathrm{hr}$. and 45 min.

## What can you do at home?

- Create a story problem with your child. Have them use a number line to solve it.
- Roll dice or pick cards to make two digit numbers. Have your child create and solve a story problem that matches it.



## The Foundations of Multiplication

Work with equal groups of objects to gain foundations for multiplication.
2.0.4

Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.


## Let's see it in action!



## What can you do at home?

- Roll two dice. One die shows the number you are using. The other die will show how many times you are adding that number. (ex: Roll a 4 and a 3, and they will add $4+4+4=$ ) Have them show the problem above the number line. Then have them switch the dice and write another addition problem and solve it under the number line. $(3+3+3+3=)$
- Write a number that is the sum to a repeated addition sentence. Have your child write the repeated addition sentence and then show it on the number line.


## Telling time to the nearest 5 minutes

Work with time and money.
2.MD. 7

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.


Grade 2 standard- Tell time to the nearest 5 minutes. Grade 3 standard- Tell time to the nearest minute.


Number lines help make the the time throughout the day more visual.

## Core Lesson

How does this work on a clock?


## What can you do at home?

- Put the clock pieces together. Make a time on the clock and have your child write down the time. Tell them an activity that you would do at that time and have them decide if it would be a.m. or p.m..



## Visit the Howard County Math Smart page.

## Grade 2 Number and Operations in Base Ten

Printer Friendly Version
In Spanish
In Korean

## What your student will learn?

| Standard | When is it Taught? | What Does It Look Like? What Does It Mean? |
| :---: | :---: | :---: |
| Understand that the three digits in a three-digit number represent hundreds, tens, and ones. (2.NBT.1) | Quarter 1 | Lesson Set ${ }^{\text {d }}$ |
| Count within 1000; skip-count by $5 \mathrm{~s}, 10 \mathrm{~s}$, and 100s. (2.NBT.2) | Quarter 1 | Lesson Set ${ }^{2}$ |
| Read and write numbers to 1000 with numerals, number names, and expanded form (2.NBT.3) | Quarter 1 |  |
| Compare two three-digit numbers using >, $=$, and <. (2.NBT.4) | Quarter 1 |  |
| Fluently add and subtract within 100. (2.NBT.5) | Quarter 1 and 2 | Lesson Set ${ }^{\text {a }}$ |
| Add up to four two-digit numbers. (2.NBT.6) | Quarter 2 | $\underline{\text { Lesson Set }}$ |
| Add and subtract within 1000. (2.NBT.7) | Quarter 3 and 4 | Lesson Set ${ }^{2}$ |
| Mentally add or subtract 10 or 100 to a number 100-900. (2.NBT.8) | Quarter 1 | Lesson Set ${ }^{\text {d }}$ |
| Explain why addition and subtraction strategies work. (2.NBT.9) | Quarter 1, 2, 3, and 4 | Lesson Set ${ }^{\text {a }}$ |



Measure with Units


## Analog and Digital Time



# Thank you for coming and supporting your child in Math. 

If you have any questions please take a sticky note and place it on the parking lot on the back board before you leave.

Please fill out the survey and place it in the box in the middle of the pod.


