

**Second Grade
Trailblazers Unit 3
“Buttons”**

State Goals and Objectives Met in Unit 3:

1.01, 1.04, 1.05, 1.06, 2.01, 4.01, 5.02

North Carolina Standard Course of Study

<http://www.ncpublicschools.org/curriculum/mathematics/scos/2003/k-8/16grade2>

How Math Trailblazers meets the state’s goals (Click to pg 17):

<http://www.kendallhunt.com/uploads/2/CORR-NC-MTB2.pdf>

What your child will do:

1. Students will examine and sort buttons based upon the characteristics of the buttons.
2. Students will use buttons to demonstrate their estimation and number sense skills while graphing and recording data.
3. Students will collect and record data in a table and on a bar graph while they measure the size of buttons.
4. Students will learn to use triangle flash cards to study addition facts. *Students should use the cards throughout the year at school and home to develop and solidify these math facts!*
5. Students will work in pairs to solve one- and two-step story problems involving mathematical operations.
6. Students will use place value charts to group and count buttons.

Unit Vocabulary

<i>characteristics</i>	<i>sort</i>	<i>estimate</i>	<i>interval</i>	<i>least common</i>
<i>most common</i>	<i>prediction</i>	<i>sum</i>	<i>place value</i>	

Second grade glossary link: http://www.kendallhunt.com/uploads/2/MTB_Gr2_Glossary.pdf

Manipulatives and Supplies

What your child will use:

Lesson1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	
a clear plastic bag with 1 or 2 handfuls of assorted buttons per student pair	a clear plastic bag with 1 or 2 handfuls of assorted buttons per student pair	a clear plastic bag with 1 or 2 handfuls of assorted buttons per student pair	scissors and a resealable bag or envelope	30 buttons and a calculator per student pair	5 groups with 10 small paper cups and 2 resealable bags	

Unit Assessment Indicators

What your child is expected to learn:

- Can student sort and classify objects?
- Can students estimate the number of objects in a group?
- Can students group and count objects?
- Can students solve addition and subtraction problems and explain their reasoning?
- Can students collect and organize data in a table?
- Can students make and interpret bar graphs?
- Can students represent numbers using place value charts?
- Do students demonstrate fluency with addition facts in Group A? (see table below)

Fact Groups

Unit	Group	Focus Facts
3	A	0+1, 1+1, 2+1, 3+1, 0+2, 2+2, 3+2, 4+2
4	B	3+0, 4+0, 5+0, 4+1, 5+1, 6+1, 5+2, 6+2, 5+3
5	C	3+3, 3+4, 4+4, 4+5, 5+5, 5+6, 5+7, 6+6
6	D	1+7, 2+7, 1+8, 2+8, 3+6, 3+7, 3+8, 4+6, 4+7, 4+8
7	E	6+7, 7+7, 7+8, 5+8, 6+8, 8+8, 9+9, 9+10
8	F	9+1, 9+2, 9+3, 9+4, 10+1, 10+2, 10+3, 10+4
9	G	9+5, 9+6, 9+7, (+8, 10+5, 10+6, 10+7, 10+8
10	ALL GROUPS	Review all groups

Student Friendly Books:

- *The Button Box* by Margarette S. Reid
- “*The Lost Button*” in *Frog and Toad are Friends* by Arnold Lobel

Websites to Explore

- Lesson 1: Great addition practice! – <http://www.funbrain.com/> Click on the math arcade and click new member. Select boy or girl and a skill level (start low at first!).
- Lesson 2 and 3: Practice using bar graphs. First, make a 2 column table listing all the names of the rooms in your home in the first column. Next, use the 2nd column for the number of windows in each room. Go to http://nlvm.usu.edu/en/nav/category_g_1_t_5.html and click on build a bar graph. While graphing, be sure to label each room and use as many rows as you need to show the rooms with the most windows.
- Lesson 4: Practice adding – <http://www.rainforestmaths.com/> Click on level C and choose “Addition” choose dominoes, number line, or colored dots for starters.

How you can help your child:

- ✓ To learn about the Buttons, click here ⇒ [Buttons](#)
- ✓ To learn about how the “Facts” are taught in Unit 3, click here ⇒ [Math Facts](#)
- ✓ In a future unit your child will measure the lengths that toy cars, roller skates, and other objects roll. If you have a toy vehicle or roller skate you are willing to lend to our class collection, please send it to school. Thank you. ☺
- ✓ Practice using the triangle flashcards!

Computer programs:

Unit 3—Buttons: A Baseline Assessment Unit

Grouping and Place Value groups objects by 2s, 5s. and 10s.

Math Concepts One . . . Two . . . Three! sorts objects and makes simple bar graphs from data.

Number Sense explores counting, estimation, comparing, and ordering numbers.

Patterning and Algebra provides practice sorting objects using different attributes and identifying patterns.

Mighty Math Carnival Countdown works on place value concepts, addition, and subtraction. Students sort sets by various attributes including numbers by size, more/less, and even/odd. Students also develop the concept of equals and more and less using numbers up to 1000.

Mighty Math Zoo Zillions practices basic operations, rounding, skip counting, and identifying even and odd numbers. Students solve word problems with basic operations while manipulating fish in a tank. Students also practice identifying, counting, adding, and subtracting money.

Money Challenge provides practice with money.

Numbers Recovered provides practice with bar graphs, comparing numeric expressions, and working with place value.

The Penny Pot provides practice with counting coins.

Tabletop Jr. provides students the opportunity to work with data and develops logical thinking.

Thinkin’ Things Collection 1 observes a row of birds with various attributes and builds the next bird in line. Students look for various attributes of the characters.

Thinkin’ Things FripplieTown copies a cookie pattern with correct orientations. Students discover the similarities in several flags and make others with the same attributes.