

**Second Grade  
Trailblazers Unit 6  
“Putting Numbers in Their Places”**

**State Goals and Objectives Met in Unit 6:**

1.01, 2.01, 2.02, 4.01

**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 are introduced to telling time on analog and digital clocks.
2. Students estimate the number of pasta pieces in a one-pound bag. Student pairs represent the number of pieces using connecting cubes to make groups of ones, tens, and hundreds.

**Unit Vocabulary**

<i>analog clock</i>	<i>digital clock</i>	<i>hour hand</i>	<i>minute hand</i>	<i>tick marks</i>
<i>hundreds</i>	<i>ones</i>	<i>place value</i>	<i>tens</i>	<i>base-ten pieces</i>
<i>bit</i>	<i>flat</i>	<i>skinny</i>	<i>volume</i>	

**Second grade glossary link:** [http://www.kendallhunt.com/uploads/2/MTB\\_Gr2\\_Glossary.pdf](http://www.kendallhunt.com/uploads/2/MTB_Gr2_Glossary.pdf)

**Manipulatives and Supplies**

**What your child will use:**

Lesson 1	Lesson 2	Lesson 3 and 4	Lesson 5	Lesson 6
analog clock, digital clock, and classroom clock	connecting cubes, calculators, pasta (flori/wheels)	base-ten pieces	different shaped containers, miniature marshmallows or beans	Adventure book

**Unit Assessment Indicators**

**What your child is expected to learn:**

- Can student group and count objects by 1s, 10s, and 100s?
- Can student represent numbers greater than 100 using manipulatives, symbols, words, and place value charts?
- Can student represent the elements of a laboratory investigation in a drawing?
- Can student collect and organize data in a table?
- Can student measure volume using nonstandard units?
- Can students solve addition and subtraction problems involving volume?
- Does student demonstrate fluency with the addition facts in Group D? (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:

- *Clocks and More Clocks* by Pat Hutchins
- *Telling Time* by Jules Older

### Websites to Explore

- Unit 6: Time – Go to [http://nlvm.usu.edu/en/nav/topic\\_t\\_4.html](http://nlvm.usu.edu/en/nav/topic_t_4.html) and navigate to Measurement (Grades Pre-K - 2). Click on **Time - Analog and Digital Clocks** – Unit 6: Practice adding, subtracting, telling time at <http://www.dositey.com/mathk2.htm>

### How you can help your child:

- ✓ Practice using the triangle flashcards of fact groups A - C!
- ✓ Help your child learn to tell time with a nondigital clock by putting one in his or her bedroom. Assist your child in reading the clock.

### Computer programs:

1. *Discover Time* provides practice in telling time to the nearest hour, half-hour, quarter hour, and five-minute intervals.
2. *Graphers* is a data-graphing tool appropriate for young students.
3. *Grouping and Place Value* groups objects by 2s, 5s, and 10s.
4. *Kid Pix* helps students draw, write, and illustrate math concepts.
5. *Math Concepts One . . . Two . . . Three!* estimates and measures time, money, length, temperature, and mass.
6. *Number Sense* explores counting, estimation, comparing, and ordering numbers.
7. *Mighty Math Carnival Countdown* works on place value concepts, addition, and subtraction. Students develop the concept of equals and more and less using numbers up to 1000.