

**Grade Two**  
**Content Standard #1: Number Sense**

<b>Connecticut Framework</b>	<b>Mansfield Objectives</b>	<b>Resources</b>	<b>Assessments</b>
1. Construct number meanings through real world experiences and the use of physical materials.	<ul style="list-style-type: none"> <li>a. Read and write numerals 0-500.</li> <li>b. Write 1 more, 1 less using numbers 0-500.</li> <li>c. Count by 1's, 2's, 5's, 10's, 50's, and 100's to 500.</li> <li>d. Read ordinal numbers first through tenth.</li> </ul>	Hundreds charts, number lines MB - Place Value Unit CTG – Things that come in pairs SF – Ch. 1 and Ch. 10 I – MT 2:7 CCC 2:1-5, 2-9, 4:1-4 PTTA 2:1-6, 4:1-5, 5:1-6	SF – Ch. 1 AS (Assessment Sourcebook)
2. Develop place value concepts including regrouping numbers.	<ul style="list-style-type: none"> <li>a. Understand place value in terms of 1's, 10's, and 100's including zero as a placeholder.</li> <li>b. Write 10 more, ten less using numbers 0-90 (decades only).</li> <li>c. Rewrite numbers using expanded notation (1-100).</li> <li>d. Show regrouping tens and ones using manipulatives.</li> </ul>	Base-10 blocks, Unifix Cubes, Place Value Mats MB – Place Value Unit CTG – pg. 16 (Closest to 100) ATM SF – Ch. 5 I -	SF – Ch. 5 AS
3. Develop rounding and estimating strategies.	<ul style="list-style-type: none"> <li>a. Round 2 digit numbers to the nearest ten.</li> </ul>	Number Lines	SF – Ch. 5 AS
4. Construct and label models for commonly used fractions.	<ul style="list-style-type: none"> <li>a. Identify and label fractional parts of regions for halves, thirds, and fourths.</li> <li>b. Construct halves and fourths</li> </ul>	Magnetic Fractions, Fraction Circles, Fraction Stix SF – Ch. 12 I – SHS 2:3-5, 3:1-5, 7-8	SF – Ch. 12 AS
5. Compare and count with unit fractions.	<ul style="list-style-type: none"> <li>a. Not Applicable (N/A)</li> </ul>		
6. Develop relationship of fractional parts to the whole.	<ul style="list-style-type: none"> <li>a. Identify fractional parts of sets for halves, thirds, and fourths.</li> </ul>	SF – Ch. 12 I – SHS 3:1-8	SF – Ch. 12 AS

**Grade Two**  
**Content Standard #1: Number Sense**

<b>Connecticut Framework</b>	<b>Mansfield Objectives</b>	<b>Resources</b>	<b>Assessments</b>
7. Identify and state rules for patterns in number sequences.	a. Write 1 more, 1 less using numbers 0-500. b. Write 10 more, 10 less numbers using 0-90 (decades only). c. Count by 1's, 2's, 5's, 10's, 50's and 100's to 500.	100's charts, Number lines More than, less than game SF – Ch. 5 I – MT 2:6-7, 3:3, 4 & 6 4:1-4, 5:3-5 CCC 2:1-10	SF – Ch. 5 AS
8. Develop properties of odd and even numbers.	a. Understand concepts of odd and even.	Unifix Cubes SF – Ch. 5	SF – Ch. 5 AS
9. Continue with experiences for understanding the uses of numbers including counting, comparing, locating, measuring, and labeling.	a. Compare two 1-, 2-, or 3-digit numbers using symbols $<$ , $>$ , and $=$ . b. Compare using language greater than, less than, and equal to.	SF – Ch. 1, Ch. 5 I – MT 4:1-5, 5:1-5 PTTA 2:3-7, 4:1-5, 5:1-3, 6 & 8	SF – Ch. 1 & 5 AS
10. Identify coins and their values.	a. Identify coins and their values and a dollar bill. b. Show equivalent values using pennies, nickels, dimes, quarters, and half dollars up to a dollar.	Money collections, coin sets, coin stamps SF – Ch. 6 I – MT 4:2-4 CCC 2:6-9	SF – Ch. 6 AS
11. Use appropriate technology to enhance the development of number sense.	a. Introduce and explore the calculator. b. Understand the calculator's use as a tool. c. Introduce computer programs with mathematical applications.	Calculators, computers SF – Integrated I – CCC 1:7-9 and Integrated	SF – Integrated AS
12. Order and understand the magnitude of whole numbers greater than 20.	a. Order and understand the magnitude of whole numbers up to 500.	Base-10 blocks, SF – Ch. 5, Ch. 10 I – PTTA 2:3-7, 4:1	SF – Ch. 5, Ch. 10 AS

**Grade Two**  
**Content Standard #2: Operations**

Connecticut Framework	Mansfield Objectives	Resources	Assessments
1. Regroup with addition and subtraction (with fluency by the end of grade 3).	a. Add two digit numbers with regrouping.	Base-10 blocks, Place value mats, SF – Ch. 8 (+), Ch. 9 (-)	SF – Ch. 8 and Ch. 9 AS
2. Develop and verbalize their conceptual understanding for the operations of multiplication and division.	a. Introduce multiplication as repeated addition (using 2's, 5's, and 10's) with manipulatives, pictures, and numerals.	Hundreds boards, Unifix cubes, Counters SF – Ch. 13	SF – Ch. 13 AS
3. Understand and use the relationships among the four basic operations.	a. Understand the inverse relationship of addition and subtraction (i.e. fact families).	Dominoes, Unifix cubes SF – Ch. 4 I – CCC 3:3-5 PTTA 1:1-2, 3:2	SF – Ch. 4 AS
4. Engage in activities involving operations using concrete, pictorial, and symbolic models.	a. Draw an appropriate picture for a number sentence. b. Solve addition and subtraction examples through sums to 18 using manipulatives and numerals (horizontal and vertical). c. Add and subtract 1-, 2-, and 3-digit numbers without regrouping. d. Add 3 addends with sums 18 or less presented vertically or horizontally (associative property of addition).	Counters, Playing cards, Dice games, Number lines, Mad Minutes, Flashcards CTG – pg. 30 Ladybugs and Leaves, pg. 32 House of Operations SF – Ch. 2 and Ch. 4 I – MT 1:1, 2:2-3, 6, & 8, 4:1 & 5 CCC 1:2-3, 6-11, 2:7-9, 3:1-2, 4:2-5 PTTA 1:1-6, 2:1-4, 3:3-5, 4:1-5, 5:6-7	SF – Ch. 2 and Ch. 4 AS

## Grade Two Content Standard #2: Operations

Connecticut Framework	Mansfield Objectives	Resources	Assessments
5. Relate operations to real world experiences and problem solving activities.	a. Teach problem solving strategies to solve a variety of mathematical problems (i.e., make a picture, use objects, find a pattern, act the problem out). b. Identify or write number sentences from addition or subtraction word problems. c. Write story problems from number sentences. d. Identify information needed to solve a story problem (i.e., ADD). e. Understand that order of the addends does not affect the sum (commutative property of addition).	Unifix cubes, Counters, Problem of the DAY ADD books SF – Ch. 2, 3 (integrated), 4, 9 &10 I – MT 3:3, 4 &6, 4:1 &5 CCC 1:1, 6, 6-10, 2:1-9, 3:1-5, 4:2-4 PTTA 1:1-6, 2:3-4, 3:1-5, 4:1-5, 5:1-8	SF – Ch. 2, 3, 4, 9, &10 AS
6. Develop a variety of mental computation and estimation strategies.	a. Develop a variety of mental and computation and estimation strategies (i.e., doubles, 9's trick, rounding).	Mental Math in the Primary  Grades  SF – Ch. 3 I – CCC 1:1-6, 8-10, 4:2-5 PTTA 1:1-6, 2:1-4 &7, 3:1-5 5:4-5 &7 SHS 2:1, 3:3-6, 4:3-4	SF – Ch. 3 AS
7. Develop and use mathematical language and symbols related to operations.	a. Understand and use +, --, =, --, <, >. b. Use and understand the following mathematical language: addition, subtraction, addend, sum, difference, numeral/number, digit.	SF – Ch. 1 and Ch. 5 I – CCC 1:1, 4-5, 6 &10, 3:1-2 TP 2:1-5	SF – Ch. 1 & 5 AS

**Grade Two**  
**Content Standard #2: Operations**

<b>Connecticut Framework</b>	<b>Mansfield Objectives</b>	<b>Resources</b>	<b>Assessments</b>
8. Develop fluency with facts to 18 for addition and subtraction by the end of grade two.	a. Develop fluency with facts to 18 with addition and subtraction.	Mad Minutes, Number line, Counters, Unifix cubes, Flash cards, Playing cards, Fact ball SF – Ch. 4	SF – Ch. 4 AS
9. Develop fluency with multiplication and division by 2-5 and 10 by the end of grade 3.	a. N/A	SF – Ch. 13	SF – Ch. 13 AS
10. Select and apply appropriate computation procedures for computation (e.g., mental math, estimation, pencil and paper, calculator), and check the reasonableness of the response.	a. Select and use appropriate strategies for computation.	Calculators, <u>Mental Math</u> SF – Ch. 3 & Ch. 4 I – CCC 1:2-11, 2:7-9, 3:1-2, 4:2-5	SF – Ch. 3 & 4 AS
11. Explore early operations on fractions with concrete materials.	a. Add and subtract fractions with like denominators.	Fractions circles, fraction sticks SF – Ch.12	SF – Ch. 12 AS
12. Use technology to reinforce and enhance understanding of operations.	a. Use calculators and appropriate computer programs to enhance understanding of operations.	Calculators, Computers Math Stars and Math Blaster SF – Integrated I - Integrated	SF - Integrated

**Grade Two**  
**Content Standard #3: Estimation and Approximation**

<b>Connecticut Framework</b>	<b>Mansfield Objective</b>	<b>Resources</b>	<b>Assessments</b>
1. Recognize when an estimate is appropriate as distinct from the actual answer.	e. Understand the difference between an estimate and actual difference.	SF – Ch. 5 and Integrated	SF – Ch. 5 AS
2. Use standard and non-standard referents for estimating measures of length, area, mass, and volume.	a. Use standard and non-standard referents for estimating measures of length (to the nearest inch), and have experiences estimating area, mass, and volume.	Balances, Scales, Containers, Rulers CTG – pg. 74 Crocodile Bread SF – Ch. 11	SF – Ch. 11 AS
3. Use estimation strategies to determine the reasonable-ness of an answer.	a. Introduce the use of estimation strategies to determine the reasonable-ness of an answer (i.e., What is 22 plus 32?).	SF – Ch. 8 & 9	SF – Ch 8 & 9 AS
4. Develop, use, and verbalize a variety of estimation strategies on a regular basis.	a. Develop, use, and verbalize a variety of estimation strategies (i.e., counting a portion and generalizing to the whole).	SF - Integrated	SF - Integrated
5. Estimate sums and differences of whole numbers of money.	a. N/A	SF – Ch. 6	SF – Ch. 6 AS
6. Use estimations in problem-solving activities.	a. Use estimations in problem-solving activities.	SF - Integrated	SF - Integrated
7. Estimate length, area, and volume using referents non-standard units of measure.	a. Use non-standard referents for estimating measures of length, and be introduced to estimating area and volume.	SF – Ch. 11	SF – Ch. 11 AS

**Grade Two**  
**Content Standard #4: Ratio, Proportion, and Percent**

<b>Connecticut Framework</b>	<b>Mansfield Objectives</b>	<b>Resources</b>	<b>Assessment</b>
1. Analyze numerical relationships to explain how a change in one quantity results in the change in another (e.g., if 3 candies cost 5 cents, how many candies can you buy for 10 cents, etc.?).	a. Discuss life experiences using simple proportions with concrete materials (i.e., You have 15 stamps in your collection. You decide to give them to three friends. How many should each friend get?).	Story problem pocket chart, Manipulatives SF – Integrated	SF - Integrated

**Grade Two**  
**Content Standard #5: Measurement**

<b>Connecticut Framework</b>	<b>Mansfield Objectives</b>	<b>Resources</b>	<b>Assessments</b>
1. Estimate lengths and areas.	a. Estimate length in inches and centimeters to one yard/one meter.	Standard/Metric rulers CTG – pg. 73 Scavenger Hunt SF – Ch. 11	SF – Ch. 11 AS
2. Use standard and non-standard measurements to develop concepts of length, temperature, perimeter, area, and volume/capacity.	c. Compare lengths, heights, and widths using comparatives and superlatives (long, longer, and longest). d. Understand the use of pounds and grams as units of weight.	Balances, scales, weights SF – Ch. 11 I – LF 1:2-4, 5-8	SF – Ch. 11 AS
3. Use measurement tools such as rulers, scales, and thermometers.	a. Measure length and distance using inch, foot, yard, centimeter, and meter. b. Use a balance and/or scale to weigh real objects, in non-standard units. c. Read a thermometer (Celsius, Fahrenheit).	Standard/Metric Rulers, Balances, Scales, Thermometers CTG – pg. 73 Scavenger Hunt Teddy Bear Math SF – Ch. 11 I – CCC 1:1-3 LF 2:2-8	SF – Ch. 11 AS
4. Apply measurement skills to geometric figures and shapes.	a. N/A	CTG – pg. 74 Crocodile Bread SF – Ch. 11 & 12	SF – Ch. 11 & 12 AS
5. Identify appropriate units of measurements – customary/metric.	a. Choose the appropriate standard of measure for various objects.	SF – Ch. 11	SF – Ch. 11 AS
6. Tell time to the nearest quarter hour, on analog and digital clocks.	a. Tell time to five-minute intervals on analog and digital clocks.	Judy clocks, Clock stamps SF – Ch. 7 I – TP 1:3-4, 2:4-5	SF – Ch. 7 AS

**Grade Two**  
**Content Standard #5: Measurement**

<b>Connecticut Framework</b>	<b>Mansfield Objectives</b>	<b>Resources</b>	<b>Assessments</b>
7. Write, solve, and discuss story problems involving time and calendars.	b. Name and order seasons and give a general description of each. b. Name and order the days of the week and months of the year. c. Discuss and solve story problems involving time and calendars.	Calendars, Clocks SF – Ch. 7 & Integrated Story Problems	SF – Ch. 7 AS
8. Determine the value and compare sets of coins.	a. Determine the value and compare sets of coins up to one dollar.	Plastic/paper money, money desk tape, Coin stamps, Cash register CTG – pg. 15 “Smart” SF – Ch. 6	SF – Ch. 6 AS

**Grade Two**  
**Content Standard #6: Spatial Relationships and Geometry**

<b>Connecticut Framework</b>	<b>Mansfield Objectives</b>	<b>Resources</b>	<b>Assessments</b>
1. Identify, classify, model, describe, discuss and compare the properties of plane and solid shapes using concrete and pictorial models.	f. Identify and describe shapes, angles, sides, points, line segments, and open and closed figures. g. Identify and describe properties of polygons (up to eight sides).	Geoboards, Geoblocks, Pattern blocks MB – Geometry Unit SF – Ch. 12 I – MT 3:1-5 SHS 1:1, 2:2	SF – Ch. 12 AS
2. Identify line symmetry using concrete and pictorial models.	e. Identify line symmetry using concrete and pictorial models.	Pattern blocks, Mirrors SF – Ch. 12 I – SHS 4:1-7	SF – Ch. 12 AS
3. Identify and similar and congruent figures, using concrete and pictorial models.	a. Identify, describe, and construct congruent figures and similar figures.	Pattern blocks, Tangrams, Geoboards SF – Ch. 12 I – SHS 1:1-8, 2:1-2	SF – Ch. 12 AS
4. Construct models of plane and solid shapes.	a. Construct models of plane shapes using tangrams, pattern blocks, color tiles, pentominoes, geoboards, etc.	Color Tiles, Pattern blocks, Tangrams, Geoboards SF – Ch. 12 I – MT 3:1-5 SHS 1:2-8	SF – Ch. 12 AS
5. Explore concepts of area and perimeter using geometric shapes.	a. Be introduced to concepts of area and perimeter.	Measuring tapes CTG – pg. 74 Crocodile Bread SF – Ch. 12 I – LF 2:2-8	SF – Ch. 12 AS
6. Recognize and extend geometric patterns involving transformations (rotations, translations, and reflections).	a. Explore geometric patterns involving transformations using concrete materials. *rotations *translations (slides) *reflections (flips)	Pattern Blocks Shapes Software SF- Ch. 12 I – MT 3:1-4	SF – Ch. 12 AS
7. Investigate, explore, and describe the geometry in nature and real-world applications using models and manipulatives.	c. Investigate, explore, and describe the geometry in nature and real-world applications using models and manipulatives.	SF – Ch. 12 I – SHS 4:1-7	SF – Ch. 12 AS

**Grade Two**  
**Content Standard #7: Probability and Statistics**

<b>Connecticut Framework</b>	<b>Mansfield Objectives</b>	<b>Resources</b>	<b>Assessments</b>
1. Discuss the likelihood of events.	h. Discuss the likelihood of events using comparative vocabulary (likely, unlikely, chance).	Unifix cubes, Two-color counters MB – Probability unit SF – Ch. 12 I – WCS 1:1-6, 2:1-4	SF – Ch. 12 AS
2. Make and test predictions.	f. Make and test predictions.	MB – Probability unit SF – Ch. 12 I – PT 1:4-5, 2:3-6	SF – Ch. 12 AS
3. Record results of experiments using tables and graphs.	a. Record results of experiments on pre-made graphs and tables.	SF – Ch. 1 I – PT 1:1-5, 2:1-2, 4-6, 3:2-4 WCS 1:1-3, 2:3-4, 3:1-3	SF – Ch. 1 AS
4. Explore the fairness of games involving spinners and dice activities.	a. Explore the fairness of games involving spinners and dice activities.	Spinners, Dice SF – Ch. 12 I – MT 2:6 PT 1:2-3, 2:1-2, 4-5, 3:5 WCS 2:3-4	SF – Ch. 12 AS
5. Explore a variety of ways for systematically recording, organizing, and analyzing data.	a. Use tally marks and manipulatives to record, organize and analyze data.	SF – Ch. 1 I – MT 2:6, 5:1-2, 4-6 PT 2:3-5, 3:2-5	SF – Ch. 1 AS
6. Identify information from tables, graphs, and charts.	a. Read and identify information from tables, bar graphs, pictographs, and charts.	SF – Ch. 1 I – PT 2:3-5, 3:2-4, 5	SF – Ch. 1 AS
7. Construct and interpret bar graphs and pictographs.	a. Construct and interpret bar graphs and pictographs.	SF – Ch. 1 I – PT 1:1-5, 2:1-2, 4-6 WCS 2:3-4, 3:1-3, 4:1-3	SF – Ch. 1 AS
8. Draw reasonable conclusions from tables, graphs, and charts.	a. Make comparative statements based on information from tables, bar graphs, pictographs, and charts (more, less, equal, most, least).	SF – Ch. 1 I – PT 1:4-5, 2:3-6 WCS 2:1-4, 3:1-3, 4:1-3	SF – Ch. 1 AS

**Grade Two**  
**Content Standard #8: Patterns**

<b>Connecticut Framework</b>	<b>Mansfield Objectives</b>	<b>Resources</b>	<b>Assessments</b>
1. Use a variety of materials to construct, reproduce, describe and extend numeric, and geometric patterns as well as patterns involving attributes.	a. Use a variety of materials to construct, reproduce, and extend numeric and geometric patterns involving a variety of attributes (example: direction, tone, texture, color, size, shape, etc.). b. Describe/name patterns (i.e., a,b,a,b; red, blue, red, blue).	Pattern blocks, Patternables SF – Ch. 5 & 12 I – MT 1:4, 3:3-5 CCC 2:1-5 SHS 1:1, 2:2	SF – Ch. 5 & 12 AS
2. State rules for patterns in oral and written forms.	a. State rules for patterns orally.	SF – Ch. 5 & 12 I – CCC 1:1, 4-5, 2:1	Sf – Ch. 5 & 12 AS
3. Explore patterns and sequences using tables, graphs, charts (e.g., function tables and/or hundreds charts).	a. Explore patterns and sequences using tables, graphs, charts (e.g., function tables and/or hundreds charts).	SF – Ch. 1 I – MT 3:1-4, 6 PT 2:3-5, 3:2-5	SF – Ch. 12 AS
4. Construct, reproduce and extend patterns using geometric transformations (rotations, translations, and reflections).	a. Explore geometric patterns involving transformations using concrete materials (Standard 6, 6a.)	Shapes Software SF – Ch. 12 I – MT 3:1-5	SF – Ch. 12 AS
5. Construct patterns that use more than one attribute.	a. Construct patterns that use more than one attribute. b. Identify objects or numbers that do not belong in a collection, simple matrix, or array.	Pattern blocks, Tangrams SF – Ch. 12 I – SHS 1:1, 2:2-3, 3:3-5 WCS 1:1-6, 2:1-4, 3:1-3	SF – Ch. 12 AS
6. Recognize and observe that patterns exist in a variety of contexts (e.g. poetry, art, music, body movements, shape, color, etc.)	a. Recognize and observe that patterns exist in a variety of contexts (e.g. poetry, art, music, body movements, shape, color, etc.)	SF – Ch. 12 I – SHS 1:1, 2:2 TP 2:1-5	SF – Informal Observations
7. Use appropriate technology to enhance understanding of patterns.	a. Use appropriate technology to enhance understanding of patterns.	Sunburst and Shapes Software SF - Integrated	SF - Integrated

**Grade Two**  
**Content Standard #9: Algebra and Functions**

<b>Connecticut Framework</b>	<b>Mansfield Objectives</b>	<b>Resources</b>	<b>Assessments</b>
1. Understand and use the commutative property of addition and multiplication.	a. Understand and use the commutative property of addition (fact families).	SF – Ch. 13 I – CCC 1:6 & 10, 4:5	SF – Ch. 13 AS
2. Understand and use the concepts of number (e.g., odd and even numbers, ordinal numbers, and equality and inequality of numbers).	a. Understand and use the concepts of number (e.g., odd and even numbers, ordinal numbers, and equality and inequality of numbers).	SF – Integrated I – PTTA 1:1-4, 2:3-4, 3:1-2, 4:1, 5:1, 4-5, 7 & 8	SF - Integrated
3. Construct and solve open sentences that describe real-life situations.	a. Understand and use missing addends to solve open sentences that describe real-life situations.	SF – Integrated I – PTTA 3:2, 3-5, 5:1-3	SF – Integrated
4. Understand and use patterning to explore function activities (e.g., “function machines” or input-output process).	a. Understand and use patterning to explore function activities (e.g., “function machines” or input-output process/guess my rule).	SF – Ch. 4 I – MT 3:1-2 WCS 2:1-4, 3:1-3, 4:1-3	SF – Ch. 4 AS
5. Investigate simple combination activities.	a. Investigate simple combination activities (e.g., 3 shorts & 2 shirts, how many different outfits could you make?).	SF – Ch. 8 I – MT 4:1-5	SF – Ch. 8 AS
6. Identify and investigate sequences.	a. Identify and investigate sequences (e.g., days of the week, months of the year).	Calendars I – TP 1:1-5, 2:1-5	
7. Investigate simple networks.	a. Investigate simple networks (How many different ways to the lunchroom?).	SF – Integrated I – PTTA 1:1-2, 5-6, 3:3-5	

**Grade Two**  
**Content Standard #10: Discrete Math**

<b>Connecticut Framework</b>	<b>Mansfield Objectives</b>	<b>Resources</b>	<b>Assessments</b>
1. Develop logical reasoning through games and activities.	a. Develop logical reasoning through games and activities.	SF – Ch. 8 & 12, Integrated I – WCS 2:1-4, 3:1-3, 4:1-3	SF – Ch. 8 & 12
2. Create and follow practical sets of instructions.	a. Follow practical sets of instructions.	Classroom routine SF – Integrated	Sf - Integrated
3. Represent and classify data based on more than one attribute.	a. Classify data based on more than one attribute (e.g., attribute blocks).	Tangrams, Attribute blocks, Pattern blocks SF – Ch. 12 I – MT 1:2-4, 3:1-5, 5:1-6	SF – Ch. 12 AS
4. Organize data with tables, charts, arrays, and diagrams.	a. Organize data with tables, graphs, charts, and diagrams (e.g., Venn diagrams, Herringbone diagrams).	SF – Ch. 1 I – WCS 1:4-6, 2:1-2, 3:1-3, 4:1-3	SF – Ch. 1 AS