

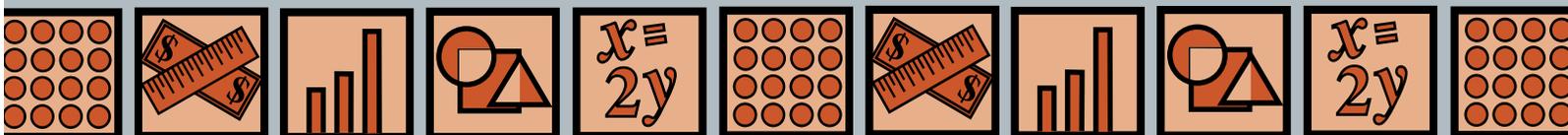
CONCORDIA CURRICULUM GUIDE



GRADE

2

Math





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C O N T E N T S

<i>Preface</i>	4
<i>Chapter 1: The Importance of Being Mathematical</i>	7
<i>Chapter 2: Math Is More Than Numbers!</i>	13
<i>Chapter 3: An Integrated Approach to Math</i>	17
<i>Chapter 4: Mathematics Curriculum Standards for Students in Grade 2</i>	23
<i>Chapter 5: Information and Activities for Integrating the Faith as Keyed to Grade 2 Standards</i>	27
<i>Appendix</i>	70
<i>Index</i>	96

CHAPTER 1

The Importance of Being Mathematical

Jane Buerger

Jane Buerger is a graduate of the secondary mathematics program of Concordia University Chicago. After graduation, she taught mathematics at Lutheran High School in Houston and later for the Clear Creek Independent School District and San Jacinto Junior College, also in the Houston area. Dr. Buerger joined the faculty of Concordia College—New York in 1986 as a professor of mathematics and education. During that time she also served as chair of the divisions of science and mathematics and of teacher education. Dr. Buerger earned her master's degree at the University of Houston and her doctorate at Teachers College, Columbia University in New York. In 2005, she returned to her alma mater, Concordia University Chicago, to serve as dean of the College of Education.

Why Do We Have to Do This

The situation is familiar. Math class seems to be going along fairly well; children appear to be catching on to the new concept being taught. There is time for the children to try some new exercises, perhaps similar to what they will be working on later in class or at home. Then a voice is heard from the back of the room. “Why do we have to learn this stuff?” It's a good question, and we, as teachers, should consider why it is being asked before we jump in with an answer.

Why do children ask the question? Do they ask the same thing about their other subjects? Is mathematics somehow different? Is there a good reason for learning how to compute $\frac{1}{2} \div 4$?

One answer that doesn't work very well is any variation of “You'll need to know this someday.” “Someday” might be replaced by “next year in sixth grade,” “in high school,” “to get into college,” or “when you're grown up.” Children live in the here and now, and it's hard for them to imagine a future when their success will be measured in their ability to do long division. Add to that the fact that, in this country at least, it is socially acceptable to not be “good at math,” and the questions that children ask about why they have to learn “this stuff” seem logical.

As teachers, we are responsible for knowing the content that we are teaching. We are also responsible for knowing why our students need to learn

that content and then structuring our lessons so that the *why* becomes obvious. We need to design our curricula so that children have a chance to make the connections between their classroom and their world outside of school.

Teaching mathematics is a special challenge. Textbooks are putting more emphasis on having the children solve nonroutine problems, but, in order to be successful at this, children need to master a number of basic skills first. The way to master a skill, whether it is multiplying whole numbers, playing the guitar, or shooting free throws, is practice, practice, practice. For many of us, this was all there was to mathematics. We would learn a new skill, and then we would work pages and pages of exercises. Eventually there would be some word problems, which were really just more exercises in disguise.

Practicing computational skills has a purpose. No responsible mathematics teacher says that children don't need to know their multiplication facts. However, if we never expose children to meaningful situations where being able to multiply (without the help of a calculator) is important, then we are doing a real disservice to them.

So then, how can we help our students see the value of learning “this stuff”? We can structure our lessons and units to help our students develop a sense of how mathematics fits into their world. Following is a list of four reasons why

mathematics is important for our students. This is the grown-up version. It will be up to us as the grown-ups to plan lessons that will lead our students to develop their own list of why mathematics is important to them.

Reason 1:

The attitudes and strategies necessary for successful mathematical problem solving carry over into other areas of life.

Mathematical problem solving does not mean working the typical textbook word problems that are really just computational practice in disguise. Even when the textbook authors attempt to be relevant by including references to favorite activities, the truth is that the exercises don't pique the students' interest or give them a real reason for finding a solution. For this discussion, a *problem* will mean a novel situation where the student doesn't have a set rule for approaching it. The student will have to use computational skills in the process, but the procedures will cause the student to develop mathematical thinking and possibly discover mathematical concepts that are new, at least to that student.

A true mathematical problem for some students might be trying to decide if they can earn enough money for some special project, perhaps buying gifts for children in a shelter. George Polya, in his book *How to Solve It*, identified four steps in the problem-solving process. The first step is *understanding the situation*. At this step, we realize that gifts cost money and that, in order to buy the gifts, there must be a way to earn that money.

The second step is *devising a plan*. What do we have to know to solve this problem? We need to know how many children are in the shelter, what type of gifts would be appropriate, and how much these gifts would cost. We need to know what type of fund-raising would be appropriate and would raise the funds we need. We need to decide how we can obtain this information and what we will do with the information when we get it.

The third step is *executing the plan*. We gather all the information about the cost and number of gifts and the amount we could expect to earn.

The fourth step is *looking back*. We need to see if our answers make sense in the context of the problem. If it turns out that we need \$1,000 to buy the gifts and our projected fund-raising will result in only \$300, then perhaps we need to go back and reexamine our project. Maybe less expensive gifts would be in order; maybe we need to find another way to raise the money.

The point of all of this is that problem solving, in mathematics and in life, must begin with true understanding and careful planning. Too often, students approach mathematical problems by looking for key words, such as *altogether*, and then add every number in the exercise. By allowing students to work on more novel situations, we allow students to take the time to think, to understand, and to look back later to see if their solutions make sense. The procedure won't allow students to solve ten routine word problems for tomorrow's homework, but it will enable them to use mathematical skills as part of a larger process that may actually be practical to them. The procedure will also serve students well as they tackle problems outside of the classroom, whether the problems are rocky relationships or situations involving personal finances or time management.

Reason 2:

Mathematics enhances other subjects in the school curriculum (and vice versa).

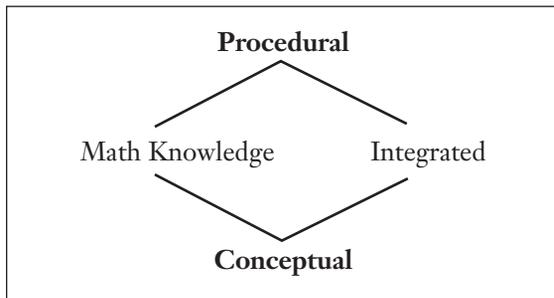
The idea here is to integrate mathematics into the curriculum so that students can actually gain a better understanding of math at the same time they are learning about other subjects. For example, students can gain a better understanding of Hindu-Arabic numerals by studying early numeration systems that did not use place value or zero or that had a base other than ten. A unit on the Roman Empire might include a study of Roman numerals, which could lead to the following questions: What would it be like to add in

CHAPTER 2

Math Is More Than Numbers!

Mathematics is sometimes called the science of patterns. The five areas of mathematics that will be explored in this curriculum guide are **Numbers/Operations, Algebra, Measurement, Geometry, and Data Analysis**. The study of math is many things. It is abstract and concrete; it is common and complex; it is theoretical and practical. If you see math as procedures—facts and skills—you are only seeing part of the picture. The procedural aspects of math are the tools that gain in significance when used with the conceptual aspects of math, which involve application, processes, and relationships. A true picture of math knowledge looks at the procedural and conceptual aspects and then integrates them (as illustrated in Diagram 1), rather than isolating them.

Diagram 1



Math relates to so many aspects of daily life. With your students, discuss all the things they would have to do without if they had a day with no applications of math. For example, there would be no telephone (no number pad), no food made from a recipe (no measuring cups), no shopping (no price tags or cash), no sports (no scores or statistics), no weather forecasts (no measuring wind, rainfall, or temperature), no TV channel numbers, and on and on. Math knowledge is more than memorizing facts and drilling procedures. It is a way of thinking that involves logic, patterns, relationships, decision making, problem solving, and communicating applications

to concrete life situations. Math is a necessary part of the real world.

Consider also how math relates to many other subject areas you study each day in school: math is crucial to the accuracy of scientific experimentation; in Bible study, we use numbers to locate references in God's Word (such as John 3:16); numbers are significant when studying historical dates, geographic locations (altitude, latitude, populations), sociological and political data, and other aspects of social studies; basic geometry is a fundamental part of creativity in the arts, such as in painting and sculpture; and the relationship of math to musical patterns and notation is inseparable.

Take a close look at Diagram 2, on page 15, which expands on these ideas. The diagram reminds us that the procedural aspects of math (at the center) necessarily should be related to and integrated with all of the conceptual processes in the circles surrounding them. These areas influence each other when math is applied productively and appropriately. To avoid the age-old question students ask about math—*when will we ever use this stuff?*—continually help your students be aware of the fact that math permeates life. Like reading, math is a necessary life skill in our world today. The study of math, therefore, needs to be seen as

Real World Functional & Authentic A Valuable Blessing from God

There is more, however, to observe about the valuable blessing of math. Math relates to our daily lives; our faith in Jesus relates to our daily lives. So we need to consider how math and our Christian lives relate to one another, for they do indeed!

One of the most direct connections that children, teenagers, and adults have with math on a daily basis is with the use of money. This is a real-world

and vital connection. The Christian implications for this involve Christian ethics and Christian stewardship. (Note that Christian ethics and Christian stewardship are part of the sanctified life we live through the power of the Holy Spirit, having already been completely justified by the grace of God through faith in Christ Jesus, who died on the cross and arose at Easter to give us forgiveness of our sins and eternal salvation.) Real-world discussions and problem solving in math and finance might be one of the best places to teach children about honesty, fairness, and generosity from a Christian point of view. Set up situations (and even act them out to make the math concrete and the drama personal) such as this: *Matthew gave the store clerk \$10 to pay for an \$8 CD. The clerk, thinking it was a \$20 bill, gave Matthew \$12 in change. How much profit did Matthew make from this transaction?* Point out in your discussion that the extra \$10 he received was not “profit.” He was keeping something he knew belonged to someone else. Ask, *What commandment did Matthew break?* (The Seventh Commandment) To encourage further comments, ask, *Would he be foolish to return the money? Why or why not? Where can Matthew get help with this concern?* (God speaks to us in His Word, calls us to repentance, forgives us through Jesus, and guides us through the power of the Holy Spirit to live as people of God.) *If Matthew returned the money, how do you think the clerk might respond? What thoughts might Matthew have after returning the money?*

Another direct and real-world connection between mathematics, Christianity, and our daily lives involves careers—now and in the future. Point out the relevance of math to your students’ possible future careers, particularly because most occupa-

tions involve a paycheck, and because, today, most careers involve some technology, which usually involves math. At the same time, help students see the relevance of their Christian faith to whatever future careers they may have. Our life as Christians is integral to, not isolated from, all others areas of our lives. Discuss ways to serve God and give Him glory in a variety of occupations. Discuss matters like business ethics, fair trade, and other occupational issues that, as Christians, we look at from the perspective of our sanctified life, having first been justified by grace in Christ Jesus.

There are so many other issues in life where your students will face questions about how to use math, money, time, talents, treasures, and so on for God’s glory, to help others, and to wisely use the blessings the Lord has given them. Looking once more at Diagram 2, reading the central line across the illustration, we again are reminded of the interrelatedness of the five areas of math as we connect them to daily life and integrate our faith into all we do.

As a final note, consider that “God’s math” is far beyond any equation we may teach or learn in school because it is beyond comprehension!

1 sinner + 1 Savior = 4 givenness

“Great is our Lord, and abundant in power; His understanding is *beyond measure*” (Psalm 147:5, emphasis added).

“God, being rich in mercy, because of the great love with which He loved us, even when we were dead in our trespasses, made us alive together with Christ—by grace you have been saved . . . so that in the coming ages He might show the *immeasurable riches of His grace* in kindness toward us in Christ Jesus” (Ephesians 2:4–5, 7, emphasis added).

CHAPTER 3

An Integrated Approach to Math

So-called math wars have erupted in the teaching of math in recent years between constructivists and back-to-basics advocates. However, more and more educators approve a centrist, balanced approach, seeing this as a matter of both/and rather than either/or. The teaching of math needs micro and macro perspectives. Math education needs to be looked at from several angles, embracing all that is helpful, rather than polarizing into separate camps. The content of effective math instruction includes more than just isolated skills, just as the process and application of math involves more than answering a few story problems tacked on to the end of a chapter. The many aspects of math education need to be integrated.

The four charts in this chapter help us to look at math education comprehensively. Chart 1 lists the five *content* strands of math, giving broad-sweeping generalizations of what math education in all grade levels needs to involve, as developed by the National Council of Teachers of Math (2000) and printed here with their permission (along with Charts 2 and 4). Likewise, Chart 2 gives generalizations of the five *process* strands of math, as developed by the NCTM. Most states in the United States have added dozens of standards per grade level using a similar format. The standards listed in Chapter 4 of this book are based on a compilation of these state standards. As a reminder, however, that these strands and standards cannot serve merely as lists of unrelated skills and processes, we have developed Chart 3,

which emphasizes that the many aspects of math must be interrelated, as well as integrated! Chart 3 depicts a well-rounded scenario to be implemented on an annual and daily basis.

The National Council of Teachers of Math realizes that while we need to look at broad generalizations and detailed standards, it is also necessary to have specific focal points. So in 2006, the NCTM developed the focal points listed in Chart 4, giving three key emphases for each grade level in math that serve as the foundation for further study. The NCTM emphasizes that “it is essential that these focal points be addressed in contexts that promote [the processes of] problem solving, reasoning, communication, making connections, and designing and analyzing representations.” (For elaboration on each focal point, see the Web site for the National Council of Teachers of Mathematics at www.nctm.org/focalpoints/.)

Within all these perspectives, as educators in Lutheran schools, we want to integrate math into our daily lives, particularly our daily lives as children of God. This is basic to our purpose in Christian education as we thank God for the blessings He provides in this orderly and mathematical world, as we rejoice in the forgiveness and salvation Christ has offered to us, making us His own people through His death and resurrection, and as we are led by the Holy Spirit to live out our lives for the glory of God in all that we do.

Chart 1: Five Content Strands in the Teaching of Math

Numbers and Operations

Instructional programs should enable all students to

- understand numbers, ways of representing numbers, relationships among numbers, and number systems;
- understand meanings of operations and how they relate to one another; and
- compute fluently and make reasonable estimates.

Algebra

Instructional programs should enable all students to

- understand patterns, relationships, and functions;
- represent and analyze mathematical situations and structures using algebraic symbols;
- use mathematical models to represent and understand quantitative relationships; and
- analyze change in various contexts.

Measurement

Instructional programs should enable all students to

- understand measurable attributes of objects and the units, systems, and processes of measurement; and
- apply appropriate techniques, tools, and formulas to determine measurements.

Geometry

Instructional programs should enable all students to

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships;
- specify locations and describe spatial relationships using coordinate geometry and other representational systems;
- apply transformations and use symmetry to analyze mathematical situations; and
- use visualization, spatial reasoning, and geometric modeling to solve problems.

Data Analysis

Instructional programs should enable all students to

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them;
- select and use appropriate statistical methods to analyze data;
- develop and evaluate inferences and predictions that are based on data; and
- understand and apply basic concepts of probability.

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CHAPTER 4

Mathematics Curriculum Standards for Students in Grade 2

This chapter includes math standards that have been compiled from the individual state departments of education. They are organized, grade by grade, into the following five areas:

1. Numbers/Operations 
2. Algebra 
3. Measurement 
4. Geometry 
5. Data Analysis 

The Concordia standards have been systematized according to the following numerical designations to indicate grade level, area, and performance objective:

- The first digit indicates the grade level (e.g., the 2 in 2.3.1 designates that the performance expectation is for grade 2).
- The second digit indicates the area of math, as listed above, addressed by the standard (e.g., the 3 in 2.3.1 designates that the standard is in the area of Measurement).
- The third digit indicates the number of the specific performance expectation. These expectations will vary from level to level (e.g., the 1 in 2.3.1, as found in the Measurement area of the grade 2 standards, refers to the first item in that area).

Chapter 5 provides faith-integration activities organized by category. These activities provide many opportunities to teach aspects of the Christian faith in conjunction with each area of the math curriculum. Each activity is keyed to a specific performance expectation.

A complete list of math standards performance expectations for this grade level is provided on the remaining pages of this chapter.

NUMBERS/OPERATIONS



- 2.1 Second-grade students will develop knowledge about numbers and their related operations, increase in computational skill, and explore using a growing numerical sense in real-life situations.**
- 2.1.1 Use words, models, pictures, and groups of objects to represent numbers.
 - 2.1.2 Identify numbers as combinations of tens and ones (e.g., $68 = 6$ tens, 8 ones).
 - 2.1.3 Recognize the purpose of zero as a placeholder, and describe what happens when zero is added or subtracted from a number.
 - 2.1.4 Use the symbols $<$, $=$, $>$ to compare and order whole numbers to 1,000; use other qualitative terms (bigger, taller, slower, same as) to make comparisons (using informal, as well as mathematical, language).
 - 2.1.5 Read number words and ordinal numbers through 100 (e.g., fifty-three, fifty-third).
 - 2.1.6 Round one- and two-digit numbers to the nearest 10.
 - 2.1.7 Identify the place value for each digit while counting, reading, and writing whole numbers to 1,000.
 - 2.1.8 Demonstrate fluency in knowing addition and subtraction facts through 20; add and subtract multiples of 10.
 - 2.1.9 Use mental math to find the sum or difference of two two-digit numbers that do not require regrouping.
 - 2.1.10 Solve addition problems (with and without regrouping) and subtraction problems (without regrouping) using up to three-digit numbers.
 - 2.1.11 Demonstrate understanding of the relationship of odd and even numbers in addition and subtraction (e.g., two odds equal an even).
 - 2.1.12 Begin to study multiplication through the use of repeated addition and counting by multiples.
 - 2.1.13 Begin to study division through the use of repeated subtraction and forming equal groups from a single set.
 - 2.1.14 Recognize that fractions can refer to parts of a set or parts of a whole; recognize that a fractional part can mean different amounts, depending on the original quantity.
 - 2.1.15 Recognize that fractions such as $\frac{3}{8}$ and $\frac{7}{8}$, where all fractional parts are included, are equal to one or one whole.
 - 2.1.16 Name and compare fractions from $\frac{1}{10}$ to $\frac{1}{2}$ using numbers, drawings, or concrete materials.

CHAPTER 5

Information and Activities for Integrating the Faith as Keyed to Grade 2 Standards

The math standards included in this chapter have been compiled from the individual state departments of education and organized, grade by grade, into the following five areas:

1. Numbers/Operations 
2. Algebra 
3. Measurement 
4. Geometry 
5. Data Analysis 

The Concordia standards have been systematized according to the following numerical designations to indicate grade level, area, and performance objective as described on the first page of chapter 4.

Performance expectations are numbered sequentially (e.g., 2.3.1 is found in grade 2, relating to the area of Measurement, and is the first item in that area). A complete list of math standards performance expectations for this grade level is provided in chapter 4.

On the pages of chapter 5, you will find an easy-to-reference two-column format for faith integration with the math standards. The left-hand column under the heading “Information by Topic” provides helpful teaching background information and insights relevant for integrating some aspect of the Christian faith. The number following the topic identifies the performance expectation to which the topic relates (see chapter 4). Beside each entry, in the right-hand column under the heading “Discussion Points/Activities,” you will find ideas helpful for planning and organizing student learning experiences that reinforce and expand upon these faith connections.

Be sure to consult the index at the end of this volume for a complete listing of topics and where they may be found.



2.1 **Second-grade students will develop knowledge about numbers and their related operations, increase in computational skill, and explore using a growing numerical sense in real-life situations.**

Counting Objects

There are numbers all around us in the world that God has made. If you look at the human body, you see that parts of the body come in numbers. You have two eyes, two ears, and only one nose. On the inside of your body you have two lungs, two kidneys, and only one heart. Can you identify other parts of your body that come in specific amounts? (Ten toes, two hands, two legs, etc.) Join in a number song about God's creation and care of our bodies, singing "Two Little Eyes" (*Little Ones Sing Praise*, p. 36, available from Concordia Publishing House).

Numbers are shown in other parts of God's creation too. Starfish have five legs (or multiples of five); a bird has two wings and two legs; and an insect has two wings and six legs. Clover usually has three leaves per stem. Some flowers always have the same number of petals, such as columbine and pinks that have five petals on each flower. Can you think of other evidence of numbers in nature? Go on a nature walk looking for items in nature that tend to follow a particular number pattern. Record these items either with a photo or a drawing, or make a continuing list for each number from 1 through 10. (2.1.1)

- The number 12 is important in the Bible—in the Old Testament and in the New Testament. Can you make a list of the 12 tribes of Israel? (See Numbers 1.) In a Bible atlas, find a map of the Promised Land in Old Testament times, when it was divided into 12 areas. Now look in the New Testament. Can you make a list of the 12 disciples of Jesus? (See Matthew 10:2–4.) Become familiar with the disciples' names as you sing "There Were Twelve Disciples" (*Songs Kids Love to Sing 2*, p. 56, available from Concordia Publishing House).

- Christmas is important any time of the year because that is when God Himself came to earth to be born as the baby Jesus. He came to be our substitute, to take our sins upon Himself so that we, being saved through Him, will someday live with Him in heaven. So, even though it probably is not Christmas, use the Christmas Reproducible 2.1.1 in the Appendix to practice counting numbers from 1 through 6. Distribute copies so each student can color the picture and cut out the six sections along the darker lines. Then as a group, sing the song printed at the bottom of the Reproducible Page to the tune of "Ten Little Indians." As you sing each phrase, pause between each line and arrange the corresponding piece of the scene in place to complete a Christmas picture. (Note: This activity is taken from the *Voyages* religion curriculum [© 2001 Concordia Publishing House], grade 1. Second-grade students will enjoy this familiar activity. In addition, since they are now a year older, they will probably have improved in their skills.)

- Easter is another event that is important every day of the year. Look at the counting book *Journey to Easter* to review items 1 through 10, which depict the essential events of Holy Week and Easter. Recall how Jesus died for us on the cross to take away our sins and then arose to new life at Easter with all power and glory to defeat sin, death, and the devil so that we can have forgiveness, life, and salvation by grace through faith in Him alone! The story, as taken from *Journey to*



INFORMATION BY TOPIC

DISCUSSION POINTS/ACTIVITIES

Easter by Carolyn S. Bergt (© 2004 CPH), tells of our 1 and only Savior Jesus, who on Maundy Thursday hosted the Lord's Supper with the 2 elements of His body and blood in, with, and under the bread and wine. From there, Jesus prayed 3 times in Gethsemane, where He was captured and placed on trial before 4 separate individuals (Annas, Caiaphas, Herod, and Pilate). Jesus took our punishment on the cross, suffering 5 main wounds, among many others; Jesus was on the cross for 6 hours, during which He spoke 7 times. However, that is not the end of the story because we must add Day 8, which comes after the seven days of Holy Week, since the story is not complete without Easter. As the Bible tells us, if Jesus had remained dead, we still would be dead in our sins. Day 8 was busy from early morning until nighttime. That evening, Jesus appeared to two disciples who were walking the 9 kilometers to the town of Emmaus. After hearing Jesus explain all that had happened, they ran the 9 kilometers back to tell their friends in Jerusalem. In the meantime, Jesus appeared to those 10 friends (who were also the friends of Jesus), and He showed them that He is truly alive and is truly our God and Savior! Make a list of these 10 key factors. See them depicted in beautiful artwork in *Journey to Easter*.

Place Value

We are so used to counting from 1 through 10 that we might not even be aware that there are other numeral systems. The numerals we use are called Arabic numerals, even though the concept was first developed in India around 300 BC. Roman numerals, another numbering system we see occasionally, can result in very long numerals that are not as easily recognizable. For example, display the Roman numeral CCCXLVIII and compare it to its expression in Arabic numerals, which is 348. Another way to count is using tally marks. In one type of tally system, straight lines are used to count off 1 through 4 items, then a slash is drawn through the four lines to indicate a group of 5, and two groups of 5 are circled to indicate a group of 10. This can be an easy way to keep track of accumulating numbers, such as in a game. However, it can be unwieldy if used with

- Explore working with ones, tens, and hundreds, but do so in this purposeful, step-by-step context:
 1. Choose a mission project and gather pennies for this purpose in a large jar or bowl.
 2. Duplicate copies of Reproducible 2.1.2 to assist students in sorting and counting the collection.
 3. Work together, step by step, beginning with each student taking one handful of pennies and placing it near their work sheets.
 4. Ask students to fill up the ones row and state how many pennies were used. (9)
 5. Have each person pick up one more penny, but note that there is no place to put it because the ones row is filled. What can you do? Pick up that extra penny and the 9 pennies in the ones row. What does that equal? (10) Place that stack of 10 pennies on one of the larger circles in the

INDEX

A

Addends, Multiple 2.1.11, 2.1.12, 2.2.1
Addition 2.1.8, 2.1.9, 2.1.10, 2.1.11, 2.2.1, 2.2.2,
2.2.6, 2.3.8, 2.5.2
Associative Rule 2.2.6

C

Circle 2.4.1, 2.4.3
Clocks, Analog and Digital 2.3.6
Commutative Rule 2.2.6
Congruent Shapes 2.4.2
Counting Objects 2.1.1, 2.1.7

D

Data, Examining Range of 2.5.3
Data, Graphed 2.5.2, 2.5.4
Data, Interpreting and Evaluating 2.5.5
Data, Organizing 2.5.1
Decision and Strategies 2.2.3
Digits 2.1.7
Division 2.1.13
Dollars and Cents, Symbols of 2.3.7

E

Equal 2.1.2, 2.1.4, 2.1.15, 2.2.1
Equations 2.2.1
Estimates 2.2.4
Estimates, Reasonable 2.3.4

F

Fractions Equaling One Whole 2.1.15
Fractions of a Whole or Set 2.1.14
Fractions, Comparing 2.1.16

G

Geometric Shapes 2.4.1, 2.4.3
Greater Than 2.1.4

I

Information, Irrelevant 2.2.5

L

Less than 2.1.4

M

Measure, Standard and Nonstandard Units of
2.3.1

Measuring to Nearest Inch, Centimeter, Yard, and
Meter 2.3.2

Mental Math 2.1.9

Mode 2.5.4

Money Values, Adding and Subtracting 2.3.8

Multiplication 2.1.12

N

Numbers 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.7

Numbers, Adding and Subtracting Three-Digit
2.1.10

Numbers, Equivalent 2.2.1

Numbers, Odd and Even 2.1.11

Numbers, Ordinal 2.1.5

Numerals, Arabic and Roman 2.1.2

Numerals, Position of 2.1.3

O

Oval 2.4.1

P

Patterns 2.1.5, 2.1.11, 2.2.7

Place and Position 2.1.2, 2.1.3

Place Value 2.1.2, 2.1.7

R

Rectangle 2.4.1

Rounding Numbers 2.1.6

S

Similar Shapes 2.4.2

Skip Counting 2.1.12, 2.2.7

Solutions, Reasonable 2.2.4, 2.3.4

Subtraction 2.1.8, 2.1.9, 2.3.8

Symbols in Number Sentence 2.2.2

Symmetry 2.4.3

T

Time, Measures of 2.3.5

Triangle 2.4.1

U

Units of Measure, Comparing 2.3.3

Unknown Quantities 2.2.2

Z

Zero 2.1.3