

Dear Parents,

Here is what your child is learning in Grade 2, Unit 1 along with some specific ways you can help. Look for additional newsletters for upcoming units.

ALGEBRA, PATTERNS, AND FUNCTIONS

Students need to:

- Extend, create, and identify a rule for increasing numerical patterns.

Example:

Look at the pattern:

2, 6, 10, _____, _____, _____.

Continue the pattern.

Use numbers/words to explain the pattern rule.

Sample response: 14, 18, 22

Rule: Add 4 to get the next number in the pattern.

STATISTICS

Students need to:

- Collect, organize, and display data in more than one way.
- Create and interpret tallies, bar graphs, and pictographs.

Example:

After collecting data on the favorite fruit of each student in the class, organize the data into a tally chart. Use the information from the chart to make a bar graph.

Sample responses:

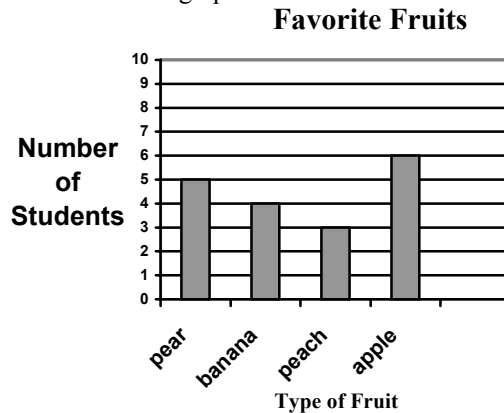
Favorite Fruits

Pear	###
Banana	////
Peach	///
Apple	#### /

What fruit was chosen most often?

Sample response:

Apples were chosen most often.



NUMBER RELATIONSHIPS AND COMPUTATION

Students need to:

- Read, write, model, and compare whole numbers less than 1,000.
- Identify ten more than and ten less than a number.
- Describe numbers as odd or even.

Examples:

1. Given the number 34.

- Make a model of the number
- Write the number using words.
- Write the number in expanded form.
- Write the number that is ten more.
- Write the number that is ten less.

Sample Responses:

- | | | |
|----|---|---|
| 10 | 1 | 1 |
| 10 | 1 | 1 |
| 10 | | |
- thirty-four
- $30 + 4$
- 44
- 24

2. Fill in the boxes below with "<", ">", or "=".

- $625 \square 400 + 90 + 8$
- $32 \square 3 \text{ tens and } 2 \text{ ones}$
- $703 \square 730$

Sample responses:

- $625 \square > 400 + 90 + 8$
- $32 \square = 3 \text{ tens and } 2 \text{ ones}$
- $703 \square < 730$

WAYS PARENTS CAN HELP

- Ask your child to continue an increasing numeric pattern and describe how the pattern is increasing. For example, say, "5, 8, 11". Child responds, "14, 17, 20 I added 3 to get the next number."
- Take your child on a walk through the neighborhood. While walking, record on a tally chart the different animals you see (e.g., cats, dogs, birds, squirrels). Talk about the information on the tally chart (e.g., "What animal did we see most often? How many did we see?").



- Write a 3- or 4-digit number. Ask your child to identify the value of the digit in each place. For example, given the number 345, the value of the 3 is 300, 4 is 40, 5 is 5.

For additional activities, visit www.ed.gov/pubs/parents/Math