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## Master Fractions, Grade 2

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# TABLE OF STANDARDS

The activities in this Master Fractions, Grade 2 book address the following standards.

Where are we going? Focus Standards		Activity
(2.3)	<b>Number and operations.</b> The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:	
2.3A	partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words	1, 2, 3, 4, 5, 6, 7, 8, 9, 15
2.3B	explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part	11, 12, 13, 14, 15
2.3C	use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole	16, 17, 18, 19
2.3D	identify examples and non-examples of halves, fourths, and eighths	10, 11, 15

What kind of mathematical thinking will we use? Process Standards		Activity
(2.1)	<b>Mathematical process standards.</b> The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	
2.1A	apply mathematics to problems arising in everyday life, society, and the workplace;	1, 3, 4, 5, 8, 9, 12, 13, 14
2.1B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;	6, 7
2.1C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;	1, 3, 4, 5, 6, 12, 13, 14, 16, 17, 18, 19
2.1D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
2.1E	create and use representations to organize, record, and communicate mathematical ideas;	2, 3, 4, 5, 9
2.1F	analyze mathematical relationships to connect and communicate mathematical ideas.	2, 6, 12, 13, 14, 15
2.1G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	2, 3, 4, 5, 8, 9, 11, 12, 13, 14, 15