

ST. LOUIS PUBLIC SCHOOLS



# **Language Companion to the DESE Math Model Curriculum, Grade 2**

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Developed as part of Saint Louis Public Schools  
“Math Success for ELLs” grant,  
a partnership between Webster University, Magic House,  
and Saint Louis Public Schools ESOL Program,  
funded by the US department of Education

Grade 2– Add and Subtract Within 1000

Essential Measurable Learning Objectives	Language Objective	Sentence Frame
Students will fluently add within 100.	Students will respond to a given addition problem orally.	The sum is _____.
Students will add two-digit numbers using strategies based on place value.	Students will explain orally the process using sequence words and target vocabulary: <i>regroup, addition, addend, sum, place value, add, first, next, then, and last.</i>	To add ___ + ___: First ____. Next ____. Then ____. Last ____. The sum is _____.
Students will solve addition problems with up to four addends.	Students will describe the process using target math vocabulary and sequence words.	To add ___+___+___+___: First ____. Next ____. Then ____. Last ____. The sum is _____.
Students will fluently subtract within 100.	Students will respond orally using a complete sentence.	The difference is _____.
Students will subtract two-digit numbers using strategies based on place value.	Students will explain the strategies using sequence words and target vocabulary: <i>regroup, subtraction, minus, difference, place value, subtract, first, next, then, and last.</i>	To subtract ___ - ___: First ____. Next ____. Then ____. Last ____. The difference is _____.
Students will add three-digit numbers within 1000 using place value strategies and concrete materials.	Students will explain orally the strategies using sequence words and target vocabulary: <i>regroup, addition, addend, sum, place value, add, first, next, then, and last.</i>	To add ___+___: First ____. Next ____. Then ____. Last ____. The sum is _____.
Students will subtract three-digit numbers within 1000 using place value strategies and concrete materials.	Students will explain orally the strategies using sequence words and target vocabulary: <i>regroup, subtraction, minus, difference, place value, subtract, first, next, then, and last.</i>	To subtract ___ - ___: First ____. Next ____. Then ____. Last ____. The difference is _____.
Students will model how	Students will justify an addition	To solve the problem I used _____.

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addition and subtraction strategies work using objects, mathematical properties and drawings.	sentence/subtraction sentence to a partner using complete sentences.	
Students will demonstrate and explain addition and subtraction involving place value and concrete models.	Students will describe orally to a partner addition/subtraction problems using complete sentences and sequence vocabulary ( <i>first, next, then, last</i> ).	To solve this problem I used _____ ( <i>manipulatives</i> ). First _____. Next _____. Then _____. Last _____. The answer is _____.
Students will choose the most appropriate and efficient strategy for a problem and explain why they chose it.	Students will explain the strategy orally using complete sentences.	I chose to use _____ to solve this problem because _____.

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Grade 2- Geometry

Essential Measurable Learning Objectives	Language Objective	Sentence Frame
Students will identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Students will label shapes using target vocabulary: <i>triangles, quadrilaterals, pentagons, hexagons, and cubes.</i>	
Students will use defining attributes (number, size and position of sides, angles and faces) to describe and compare two- and three-dimensional figures.	Students will list defining attributes and 2D and 3D shapes using the target vocabulary: <i>sides, angles, closed, line, faces, position, number.</i>	I know this shape is a _____ because the attributes are _____.
Students will draw/construct shapes having specified attributes ( <i>i.e., number of angles or number of equal faces</i> ).	Students will apply the target vocabulary by listening to a description of a shape and drawing it.	
Students will arrange objects in rectangular arrays, then write and solve equations to express the total as a sum of equal addends using repeated addition.	Students will describe orally an array using <i>if...then</i> statements.	If there are ____ rows and each row has ____, then I can add each row and the sum will be ____.
Students will partition a rectangle into rows and columns of same-size units and count to find the total number of them.	Students will describe orally a rectangle partitioned into rows and columns using <i>if...then</i> statements.	If there are ____ rows and ____ columns, then I can count to find the total units.

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Students will partition circles and rectangles into two, three, or four equal shares, then describe the parts and the whole using accurate mathematical terminology ( <i>halves, thirds, half of, a third of; two halves, three thirds, four fourths, etc.</i> ).	Students will describe orally and in writing how the shapes have been divided using target vocabulary: <i>equal, circles, squares, rectangles, same as, halves, thirds, fourths.</i>	This _____ has _____ equal parts because each part is the same size. I call each equal part _____.  <i>Example: This circle has two equal parts because each part is the same size. I call each equal part one-half.</i>
Students will demonstrate that halves, thirds, fourths of identical wholes need not have the same shape.	Students will explain orally the concept using complete sentences.	This part is _____ and this part is _____, because they are the same size/area.

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Grade 2 – Representing Data

Essential Measurable Learning Objectives	Language Objective	Sentence Frame
Students will measure and record lengths of several objects to the nearest whole unit (cm or in).	Students will write lengths of several objects using target vocabulary: <i>length, cm, inches</i> .	The length of _____ is _____ cm/in.
Students will represent whole numbers on a number line with equally spaced units.	Students will describe orally numbers on their number line using positional terms: <i>left, right, before, after, between</i> .	
Students will create a line plot to represent length measurements.	Students will describe their method for creating a line plot orally using sequence words.	First ____. Next ____. Then ____. Last ____.
Students will interpret data from a line plot.	Students will write observational statements using complete sentences.	In this line plot, I notice _____.
Students will draw a picture graph with a single unit scale to represent four categories of data.	Students will describe orally their method for creating a picture graph using sequence words.	First ____. Next ____. Then ____. Last ____.
Students will interpret data on a picture graph with a single unit scale to represent four categories of data.	Students will write observational statements using complete sentences.	In this picture graph, I notice _____.
Students will draw a bar graph with a single unit scale to represent four categories of data.	Students will describe orally their method for creating a bar graph using sequence words.	First ____. Next ____. Then ____. Last ____.
Students will represent	Students will justify their number	My equation is _____ because _____.

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a mathematical situation with an expression or an equation/number sentence.	sentence/equation orally using a complete sentence.	
Students will solve simple put-together/take-apart problems using data from a bar graph with up to four categories of data.	Students will describe combinations of data sets from a bar graph orally using a complete sentence.	The number of _____ and the number of _____ equals _____.
Students will solve simple comparison problems using data from a bar graph with up to four categories of data.	Students will describe interpretations of a bar graph orally using comparative language: <i>less than, more than, fewer than.</i>	_____ has less than _____. _____ has fewer than _____. _____ has more than _____. _____ has ____ more than _____. _____ has ____ less than _____.

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Grade 2 – Solving Problems Involving Money

Essential Measurable Learning Objectives	Language Objective	Sentence Frame
Students will identify and state the value of pennies, nickels, dimes, and quarters.	Students will write the value of each coin next to its picture in complete sentences.	A _____ ( <i>coin</i> ) is worth _____ cent(s).
Students will read/record money amounts using \$ and ¢ symbols appropriately.	Students will list money amounts in two ways.	
Students will exchange coins for an equivalent amount.	Students will ask a partner for an equivalent amount of money using a complete sentence.	“I have ____¢. Will you please give me ( <i>the same/equivalent</i> ) amount using different coins?”
Students will determine the value of sets of coins.	Students will describe their method for finding the value of a group of coins orally.	
Students will select coins to obtain a given value.	Students will draw and label the coins needed to represent a given amount.	
Students will make change from amounts up to one dollar.	Students will describe their method for finding change orally using target vocabulary: <i>change, quarters, dimes, nickels, pennies, spent.</i>	
Students will solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.	Students will explain story problems and solutions involving money orally.	If I buy (an item) for _____¢ and another (item) for _____¢, I can pay with _____ quarters, _____ dimes, _____ nickels, and/or _____ pennies.

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Grade 2 – Understanding Place Value to 1,000

Essential Measurable Learning Objectives	Language Objective	Sentence Frame
Students will count within 1,000.	Students will describe orally the strategy they used to count up to 1000.	I will start with _____ and stop at ____ by counting on _____.
Students will skip count by 5s, 10s, and 100s to 1,000.	Students will explain orally how to count a large amount by skip counting using complete sentences.	I can skip count this group by _____ (5s, 10s, 100s).
Students will read numbers to 1,000.	Students will read a series of numbers orally.	
Students will use numerals to write numbers to 1,000.	Students will listen to a partner read a number, and then write the number in standard form.	Example: <i>Students will write 343 after hearing three hundred forty-three.</i>
Students will model numbers to 1,000 in a variety of ways.	Students will explain a model to illustrate a given number orally using target vocabulary: <i>ones, tens, hundreds, thousands.</i>	For the number ____ I have ____ hundreds, ____ tens, and ____ ones that I have shown with _____.
Students will identify 100 as the same as ten – tens.	Students will describe the relationship between tens and hundreds using target vocabulary: <i>tens, hundred, equivalent to, equal to, groups.</i>	____ groups of ten are ____ 100
Students will identify and represent the value of the digits in a three-digit number.	Students will state the value of numbers using the target vocabulary: <i>ones, tens, hundreds.</i>	In the number _____, there are _____ hundreds, _____ tens, and _____ ones.
Students will show the value of a zero in a three-digit number, including multiples of 100.	Students will state the value of the zero in 2 three-digit numbers where zero is in two different positions using a comparative statement.	In the number _____, the zero represents 0 _____, but in _____, the zero represents 0 _____.  Example: <i>In the number 804, the zero represents 0 tens, but in 840, the zero represents 0 ones.</i>
Students will write	Students will state a given three-	The number _____ in expanded form is

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three-digit numbers in expanded form.	digit number in expanded form orally using a complete sentence.	_____ plus _____ plus _____ equals _____.
Students will order and compare three-digit numbers using $<$ , $=$ , or $>$ symbols to record comparison.	Students will read the number sentence orally using comparative adjectives in place of the math symbols: ( <i>greater than, less than, or equal to</i> ).	_____ is greater than _____. _____ is less than _____. _____ is equal to _____.
Students will add 10 or 100 to a three-digit number.	Students will describe orally how number value changes using complete sentences.	When adding 10, the digit in the tens place _____. When adding 100, the digit in the hundreds place _____.
Students will subtract 10 or 100 from a three-digit number.	Students will describe orally how number value changes using complete sentences.	When subtracting 10, the digit in the tens place _____. When subtracting 100, the digit in the hundreds place _____.

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Grade 2 – Work with Time

Essential Measurable Learning Objectives	Language Objective	Sentence Frame
Students will identify, show and write the time to the five minutes using digital and analog clocks.	<p>Students will state the time using target vocabulary: <i>hour, minute, o'clock, quarter after, quarter to, quarter of, quarter til, half past, before.</i></p> <p>Students will explain how they found the time using target vocabulary: <i>hour hand, minute hand, o'clock, after, before.</i></p>	<p>The time is ____.</p> <p>I know the time is ____ because the hour hand is pointing in front of, before, after the ____ and the minute hand is pointing to _____.</p> <p>Example: <i>I know the time is 6 o'clock because the hour hand is pointing to the 6 and the minute hand is pointing to the 12.</i></p>
Students will read and express time in terms of quarter past, half past, and quarter till the hour.	Students will state the time using target vocabulary: <i>hour, minute, o'clock, quarter after, quarter to, quarter of, quarter til, half past, before.</i>	The time is ____.
Students will use A.M. and P.M. to identify a corresponding time.	Students will describe in writing the time shown in a picture using target vocabulary: <i>am, pm.</i>	<p>In this picture of _____, the time would be ____ AM/PM.</p> <p>Example: <i>In this picture of a girl eating breakfast, the time would be 7:00 AM.</i></p>
Students will order events by time.	Students will list 4 events from their day in chronological order using sequence words.	

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