

# 2<sup>nd</sup> Grade Math

## *Solve Problems with Addition and Subtraction*

**I have read the above standards and think they are appropriate as written.**

Number	Percent
59	80.82%

**I have read the above standards and offer the following comments.**

Number	Percent
14	19.18%

2.OA.A.1 Two-step problems are a challenge. Please limit the story types for these problems.

Equations with symbols in unknown position is too abstract and difficult for grades k-4. This is not algebra class.

It is too complicated for children this age to understand.

After they learn to use drawings no one will transfer that knowledge to using numbers and trading to complete problems. They have to figure it out by themselves

Go back to the way we learned math. No need for the extra steps and boxes!!

I am tired of my child drawing hash marks, boxes, shapes, etc. 4 math problems should not take 30min- an hour. She does not know her math addition or subtraction facts. Neither do her peers.

Examples of word problems, especially two-step problems, should be given.

If by "drawings" you mean rows and rows of stupid rectangles then no, stupid concept.

This is confusing to small children. My child is struggling in this

Students are struggling with the terminology used in the standards

This need to be introduced but not mastered.

Doesn't make any sense

I think students will shut down and become frustrated with all the steps.

Word problems MUST make sense in context. I understand that this is a curriculum issue rather than a standards issue, per se, but word problems are NOT, NOT, NOT value added when they don't make sense in context.

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## ***Add and Subtract within 20***

**I have read the above standards and think they are appropriate as written.**

Number	Percent
64	87.67%

**I have read the above standards and offer the following comments.**

Number	Percent
9	12.33%

Within 20 is not very rigorous. Though I realize uping it to 100 is not an option.

The problem I have with this is my daughter has frequently been marked down because she could not fluently show all mental strategies taught. I thought the purpose was for her to chose a strategy that worked best for her, but instead she has become more confused and doubts herself as to which strategy is the "right" one. This way of teaching does not work well for very literal children and she is still struggling to master these facts in fourth grade. Too many options were given and there was never enough time to truly master one strategy before learning yet another strategy. Throw in all the time spent on standardized testing and there is very little time just doing basic math drills.

Same as above.

The teachers have been told not to teach using flash cards so many kids don't learn these math facts.

Subtraction is never mastered in 2nd grade. These 2nd graders could understand multiplication better than subtraction.

See comment above

Stupid, what are "mental strategies"? Why would they need to know sums from memory if they know how to stack normal, whole numbers then add or subtract?

Most children do not know from memory how to add digits in there head from memory. If they write down anything it is marked wrong because it should be ftom memory and this is unfair to children who struggle

Don't understand

## ***Foundations for Multiplication***

**I have read the above standards and think they are appropriate as written.**

Number	Percent
63	86.30%

**I have read the above standards and offer the following comments.**

Number	Percent
10	13.70%

Up to 50 or 100 would be more rigorous.

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Too much too soon!!!!!!

This was never done in 2nd grade but is now in 3rd grade

Have they even learned to add large sums yet??

Stupid, why aren't they just learning simple odd even numbers. Why do they need rectangular arrays? Why don't they just stack normal number then add or subtract them?

Second grade students struggle with multiplication

I don't understand the directions on these problems

just if you would please add s hort examples like you did for the others.

This part of the standard, "...write an equation to express an even number as a sum of two equal addend," is developmentally inappropriate for many second grade students who most often are very concrete thinkers and problem solvers.

I think there is an easier way to say this, but the standard itself is acceptable.

## ***Place Value***

**I have read the above standards and think they are appropriate as written.**

Number	Percent
63	86.30%

**I have read the above standards and offer the following comments.**

Number	Percent
10	13.70%

This is good. So why are we stopping at adding/subtracting at within 20?

Although the emphasis in 2.NBT.A.1.A-B is on the understanding of 100 as ten tens (as opposed to previous understandings of 100 as 100 ones), students should also understand the three digits of a three-digit number as representing amounts involving a variety of units (groupings). For example, 706 also equals 70 tens and 6 ones (and in later years, 70.6 tens, 7.06 hundreds, and 0.706 thousands, just to name a few).

Too much too soon!!!!!!

Place value is only initially explained to children in the small values. All other place value must be understood by them as a multiple of 10 which they don't know how to do.

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Again the idea of learning the standard is great but they aren't fluent in the application of it.

I guess but judging by my daughter's homework, we are again back to meaningless rows of boxes. If they can add or subtract digits 0-9 and compare their values this is irrelevant.

This is confusing

I do not understand the directions

These standards are appropriate as written. However first grade needs to count higher than 120 for 2nd grade to be ready for these understandings.

"Read and write numbers to 1000 using base-ten numeral, number names, and expanded form." This standards also is developmentally inappropriate for many second grade students as number names use hyphens, are composed of compound words, and spelling patterns that are not familiar to most second grade students.

## ***Place Value and Properties of Operations***

**I have read the above standards and think they are appropriate as written.**

Number	Percent
52	71.23%

**I have read the above standards and offer the following comments.**

Number	Percent
21	28.77%

Yes. But the first few questions of this survey reference up to 20?

2.NBT.B.5 I strongly agree with computation at this level being based on place value, properties of operations, and/or the relationship between addition and subtraction.

Comment on 2.NBT.B.7: Finding sums and difference, by adding or subtracting hundreds and hundreds, tens and tens, ones and ones is just one strategy, and is often not the most efficient one. Nor is it one that taps into the desired fluencies with numbers and operations. For example, students who can fluently add and subtract within 100 (2.NBT.B.5) and who recognize  $241 - 196$  as finding the difference (as opposed to 'take-away') should quickly recognize 196 is just 4 from 200 and 241 is just 41 more than 200 so  $241 - 196 = 4 + 41 = 45$ .

2.NBT.6 - This standard is too difficult for second grade. It needs to be lowered to 3 two-digit numbers. 2.NBT.9 - This is redundant and embedded in many other standards. It is not necessary by itself.

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Again, my daughter had to master four strategies to add tens numbers. Number jumping on a line, 100 charts, adding ones and tens separately, and the standard algorithm. There was very little time dedicated to each strategy before moving on, so my daughter was left with very weak skills. Please spend more time on each skill instead of trying to teach every way possible to master these facts.

Too much too soon!!!!

Not strong enough on math facts to do this without drawing 1000 circles. Too many ways to make mistakes

Once again, I believe subtraction is an issue for 2nd graders, but I don't know what the answer really is. Maybe master subtraction in 3rd grade and master multiplication in 2nd grade.

I feel like they are missing basic components of math to complete this standard.

Why does the above have to be as confusing as their homework? Why can't you give examples of what you are talking about instead of endless, verbose blah, blah, blah. It's how the kids feel as well.

This is confusing as a parent. So my child in return is confused

Children can barely explain how they added 2 rows of 2 digit numbers, at a second grade level. Telling them they have to explain strategies and 'properties of operation' is ridiculous!

Adding more than three-digit numbers confuses most second grade students

Up to 1000 is a little too excessive for a second grader mentally. They are not developmentally ready to make that happen nor are they ready to mentally add up to 100. This has to be developmentally appropriate, again when we push our kids too fast when they are not ready or developmentally ready then they will not continue with school in the future or go on to college because they begin to hate school because we are pushing them so fast.

Clarification of use of models for understanding.

I did not understand the directions

2.NBT.B. 9 is too vague. Adding 4 two numbers too hard.

I feel that it is important that the children understand place value as it relates to addition and subtraction. I also realize that there are many strategies that children can use to figure out an addition or subtraction problem. However, I feel that not teaching the traditional algorithm from the beginning is taking away one strategy that the children can use. As a teacher, I see students that will only use pictures to figure out addition and subtraction problems. When using big numbers, this is very hard. No matter what I do, these students do not want to move

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beyond that strategy. Parents also don't know how to help their children beyond the traditional algorithm and will either insist they do it that way or won't help them at all and that is not what we want. This is the main problem I have with The CCSS math curriculum.

2.NBT.B9 Students need to be able to explain their thinking using a variety of tools not just written words

Lots of vocabulary that has to be taught for understanding.

Just one mother's opinion, but I think these "strategies" have limited value at this age. They over complicate an already challenging subject. I have a college degree and master's level classes and sometimes can't figure out my child's homework. I can answer the question, certainly, just not using the inane, use-25-steps-to-do-what-could-be-done-in-2-steps "strategies".

## *Measure and Estimate Lengths*

**I have read the above standards and think they are appropriate as written.**

Number	Percent
65	89.04%

**I have read the above standards and offer the following comments.**

Number	Percent
8	10.96%

Students this age group are just learning to add and subtract. This is too much too soon.

#2 does not make sense.

I did not understand the directions

2.MD.2 - inappropriate to have students measure in two different units. In first grade they used non-standard measurement, so to move to measuring with two different units and comparing them is not appropriate.

These should include work with tiling and iteration. The work of Richard Lehrer would be a helpful resource to consider.

The CCSS content standard 2.MD.A.2 contains confusing wording. For example, "Using length units of different lengths for the two measurements" the wording should be simplified and have an example present to assist an educator in implementing this standard.

The 2.MDA.4 standard needs to be deleted from 2nd grade standards.

I think this standard is fine for an end of the year goal. However, students come into 2nd grade and have to do a LOT with nonstandard measurement before they are really ready for this actual standard. I feel like there are a lot of underlying things that have to be done to meet this standard that a new teacher would not be aware of.

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## ***Relate Addition and Subtraction to Length***

**I have read the above standards and think they are appropriate as written.**

Number	Percent
64	87.67%

**I have read the above standards and offer the following comments.**

Number	Percent
9	12.33%

These are 2nd grade students. Kids in the 7 and 8 age group. This is ridiculous to try and get them to understand.

They can't do addition and subtraction without drawings.

please give an example of #6

Confusing

I barely understand what this one is talking about. How do we expect a second grader to??

Those students who are struggling readers have difficulty with word problems

This again is not developmentally appropriate. We can begin to introduce this skill, however, it does not need to be mastered.

I did not understand the directions

Again, lots of vocabulary that has to be understood.

## ***Time and Money***

**I have read the above standards and think they are appropriate as written.**

Number	Percent
64	87.67%

**I have read the above standards and offer the following comments.**

Number	Percent
9	12.33%

24 hour time needs to be included. Not to teach military time so speak but to show there are 24 hours in time and also to show the difference in for example  $10+4=14$  but in time  $10+4$  equals 2pm not 14.

2.MD.C.8 Please provide clarification on the word problems. (Making change?)

See previous comments

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I did not understand the directions

I think the standard "Work with time and money" needs to have a specific standard that addresses teaching the value of each coin. Many teachers read standard 2.MD.C.8 as only adding with money, not teaching coin values.

Money problems are absolutely inappropriate for second grade because they have not been introduced to money previously.

I agree with both of these standards as written. However, I do think that a measurement standard in first grade needs to address money as far as students should be able to identify coins and their values.

Students should be introduced to the names of coins and their values in earlier grades. Coming to second with no prior knowledge of money DOES NOT set them up for success with this standard. Students no longer have as much real world knowledge of money due to the proliferation of debit and credit cards. It is up to us to make sure they understand these units and names if they are to work with them in a complex word problem.

I feel that students should be exposed to money vocabulary earlier than second grade. They need to know how much each symbol is worth, because money is complex to understand and in order for them to master this standard by the end of the year, they need prior exposure.

## ***Data***

**I have read the above standards and think they are appropriate as written.**

Number	Percent
64	87.67%

**I have read the above standards and offer the following comments.**

Number	Percent
9	12.33%

Drop the picture graph. It is not needed to see the bar graph.

See previous comments

Did not do in 2nd grade

a line plot is not used often in real life and should not be presented in 2nd grade

Data for what?? By the way... I do not use boxes and charts on a daily basis at my job....

Confusing

I don't think you would find a lot of second grade children that understand bar graphs. What happened to simple math?!



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I did not understand the directions

Modeling and repetition needed for understanding.

## ***Reason with Shapes***

**I have read the above standards and think they are appropriate as written.**

Number	Percent
61	83.56%

**I have read the above standards and offer the following comments.**

Number	Percent
12	16.44%

2.G.A.1 Please provide clarification on the limited scope of this standard. Why is cube included with the 2-D figures?

2.g.a.3 I feel as though this grade is also ready to see the fraction form of these. Part over whole in halves, thirds, and fourths.

2.G.1 - Is the cube the only 3 dimensional shape that needs to be taught at this grade level?

See previous comments

Stop with the boxes and shapes!!

Confusing

Again, second grade children will have a very hard time understanding thirds, fourths, etc.. They are having to learn things beyond their age.

I did not understand the directions

2.G.A.2 - Clarify: what is the purpose? If this leads to area in third grade, it is not helpful to get students in the habit of partitioning shapes into random "units".

The manipulation of the shapes is too hard for them to gain accurate information.

We need more work in this grade level with nets. This resources should be written into the standard so more teachers are aware of their power in helping students develop geometric, spatial thinking.

I don't understand the purpose of the targeted skill in GA2.