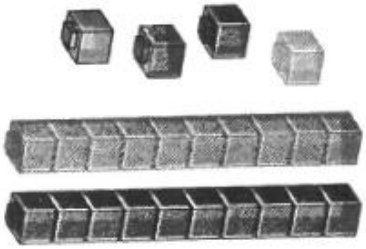
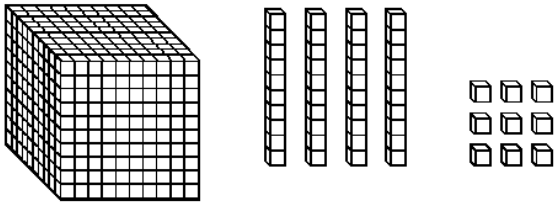
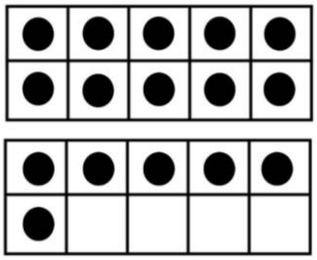
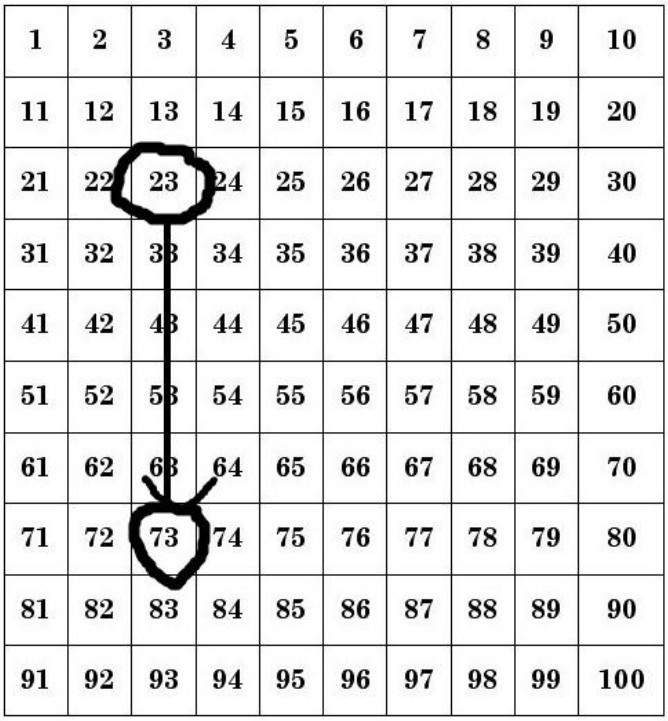
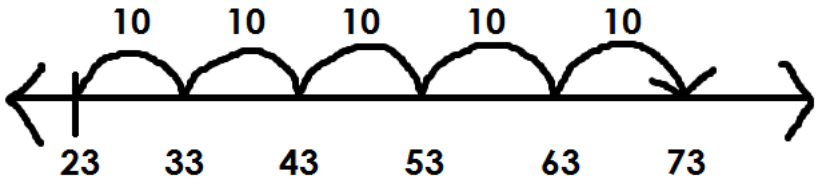
Second Grade Mathematics

Unit 2: Physical Models to Represent Numbers

Groupable Place Value Models	
Model	**Explanation**
Counters and Cups 	• Ten single counters or beans are placed in a portion cup. • To make hundreds, put ten cups in a larger tub.
Bundles of Sticks (wooden craft sticks or coffee stirrers) 	• If bundles are intact, these are a pregrouped model. • To make a hundred, put ten bundles into a larger bunch held together with a rubber band.
Linking Cubes 	• Ten single cubes form a bar of 10. • To make a hundred, put ten bars on cardboard backing.
Pregrouped Place Value Models	
Model	**Explanation**
Base-Ten Blocks 	• Wooden or plastic units, longs, flats, and blocks
Little Ten-Frame Cards 	• Good for illustrating how far to the next multiple of ten. • Ones are not loose but are organized in a ten-frame. • No model for a 100.

Second Grade Mathematics

Unit 2: Models to Support Skip Counting

Model	Explanation
Hundreds Chart  	• There are many patterns on a hundreds chart. For example, numbers get larger by one as you move to the right of the chart. Numbers get smaller by one as you move to the left of the chart. Numbers get larger by ten as you go down the column. Numbers get smaller as you go up the column. • To skip count from 23 to 73, start at 23. Then count by tens going down the column until you reach 73. • How many tens did you skip count? You skip counted 5 tens because you went down 5 spaces in a column. Twenty-three is 5 tens or fifty away from 73.
Number Line  	• There are many patterns on a number line. For example, numbers get larger as you move to the right of the number line. Numbers get smaller as you move to the left of the number line. • To skip count from 23 to 73, start at 23. Then count by tens by making jumps of ten until you reach 73. • How many tens did you skip count? You skip counted 5 tens because you made 5 jumps of ten. Twenty-three is 5 tens or fifty away from 73. The distance between 23 and 73 is 50.