# Second Grade #2nd Math

1. Why should we understand place value?
2. What is the difference between place and value?
3. How does place value help us solve problems?
4. How does the value of a digit change when its position in a number changes?
5. What does “0” represent in a number?
6. How do we represent a collection of objects using tens and ones?
7. How do I express money amounts?
8. When will estimating be helpful to us?
9. How can we use skip counting to help us solve problems?
10. Can we change the order of numbers if we subtract? Why or why not?
11. Can we change the order of numbers when we add (or subtract)? Why or why not?
12. How can estimation strategies help us build our addition skills?
13. How do we use addition to tell number stories?
14. How can benchmark numbers help us add?
15. How does using ten as a benchmark number help us add and subtract?
16. What strategies can help us when adding and subtracting with regrouping?
17. What strategies will help me add multiple numbers quickly and accurately?
18. How can we solve addition problems with and without regrouping?
19. How can addition help us know we subtracted two numbers correctly?
20. How can we solve subtraction problems with and without regrouping?
21. How can strategies help us when adding and subtracting with regrouping?
22. How can we model and solve subtraction problems with and without regrouping? How can mental math strategies, for example estimation and benchmark numbers, help us when adding and subtracting with regrouping?
23. How can I use a number line to help me model how I combine and compare numbers?
24. How are addition and subtraction alike and how are they different?
25. What is a number sentence and how can I use it to solve word problems?
26. How do we solve problems in different ways?
27. How can we solve problems mentally? What strategies help us with this?
28. How can we show/represent problems in different ways?
29. How can problem situations and problem-solving strategies be represented?
30. How are problem-solving strategies alike and different?
31. How can different combinations of numbers and operations be used to represent the same quantity?
32. How can we decide on appropriate units of measurement (i.e. inch, foot, yard, centimeter, meter, seconds, minutes, hours, days)?
33. Why is it important for us to know how to measure different objects using different tools of measurement?
34. How can we tell if an estimate is reasonable?
35. How does using a different unit change our measurement?
36. Why do we need to be able to estimate a measurement or value?
37. Why is it important for us to know how to measure different units of measurement?
38. How does a line plot help me share my data?
39. How can using a number line help us when we are solving math problems?
40. Why is it important to be able to organize and graph data?
41. How can I keep track of an amount?
42. How can I learn to quickly calculate sums in my head?
43. How can I use a number line to add or subtract?
44. How can I use a number line to figure out 10 more or less than a number?
45. How can I use data to help me understand the answers to the questions posed?
46. How can place value help us locate a number on the number line?
47. How can we select among the most useful mental math strategies for the task we are trying to solve?
48. How do we know if we have enough money to buy something?
49. How does mental math help us calculate more quickly and develop an internal sense of numbers?
50. If we have two or more numbers, how do we know which is greater?
51. In what type of situations do we add? In what type of situations do we add?
52. In what type of situations do we subtract?
53. What are the different ways we can represent an amount of money?
54. How do we describe geometric figures?
55. Where can we find geometric figures in the world around us?
56. How do we use the following terms: angle, vertex, face, side, and edge to describe geometric figures?
57. How do we apply the use of fractions in everyday life?
58. How do we know how many fractional parts make a whole?
59. When is it appropriate to use fractions?
60. How can we use a picture graph, bar graph, chart, or table to organize data and answer questions?
61. How are odd and even number lines identified on the number line?
62. How do I determine if a number is odd or even?
63. What strategies can I use to tell if a number is odd or even?
64. What is odd? What is even?
65. How are arrays and repeated addition related?
66. How can rectangular arrays help us with repeated addition?
67. How can we model repeated addition on the number line?
68. How can we a model repeated addition equation with an array?
69. How does skip counting help us solve repeated addition problems?
70. What is an array?
71. What is repeated addition?