



Grade 2 Math

 Collaboration Grade 2 Mathematics District Elementary School 2014-2015

Wednesday, July 16, 2014, 12:38PM



Module 1

(Week 1, 5 Weeks)

Standards & Benchmarks

CA: CCCS: Mathematics, CA: Grade 2, Mathematical Practice
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.
- SMP.7 Look for and make use of structure.
- SMP.8 Look for and express regularity in repeated reasoning.

CA: CCCS: Mathematics, CA: Grade 2, Number & Operations in Base Ten

2.NBT Understand place value.

- 2.NBT.1a 100 can be thought of as a bundle of ten tens — called a “hundred.”
- 2.NBT.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- 2.NBT.2 Count within 1000; skip-count by 2s, 5s, 10s, and 100s.
- 2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

CA: CCCS: Mathematics, CA: Grade 2, Measurement & Data

2.MD Relate addition and subtraction to length.

- 2.MD.6 Represent whole numbers as lengths from 0 on a

Text Support

Module 1: Chapter 1 (22 days)
Every Day Counts (10 minutes DAILY throughout Module 1) - Refer to Daily Planning Guide for daily lessons.

- **Calendar**
- **Counting Tape**
- **Computations and Connections**

Chapter 1: Numbers to 1,000 (22 days)

Chapter Introduction, TE pp. 1-5

Lesson 1.1 Counting, TE pp. 6-10 (2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, SMP.4, SMP.5)

Practice and Apply, TE pp. 10A-10B

Lesson 1.2 Place Value, TE pp. 11-17

(2.NBT.1a, 2.NBT.1b, 2.NBT.3, SMP.4, SMP.5)

Practice and Apply, TE pp. 17A-17B

Lesson 1.3 Comparing Numbers, TE pp. 18-23

(2.NBT.1a, 2.NBT.4, SMP.4, SMP.5)

Practice and Apply, TE p. 23A

Lesson 1.4 Order and Pattern, TE pp. 24-31

(2.MD.6, 2.NBT.2, SMP.1, SMP.2, SMP.3, SMP.6, SMP.7, SMP.8)

Practice and Apply, TE p. 31A

Problem Solving: Put on Your Thinking Cap!, TE p. 32

(2.NBT.2, SMP.1, SMP.2, SMP.8)

Practice and Apply, TE p. 32A

Chapter Wrap Up, TE p. 33

Chapter Review/Test, TE p. 33A

Chapter 1 Assessment, Test Prep 1, TE p. 33B

Resources

Universal Access Support

coming in 2014-15...

Think Central

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Teaching

Resources/Documents

coming in 2014-15...

Professional

Development

coming in 2014-15...

Standards & Benchmarks

number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Module 1 Assessment and Reteach (Week 6, 1 Week)

CA: CCCS: Mathematics, CA: Grade 2, Mathematical Practice
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.
- SMP.7 Look for and make use of structure.
- SMP.8 Look for and express regularity in repeated reasoning.

CA: CCCS: Mathematics, CA: Grade 2, Number & Operations in Base Ten
2.NBT Understand place value.

- 2.NBT.1a 100 can be thought of as a bundle of ten tens — called a “hundred.”
- 2.NBT.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- 2.NBT.2 Count within 1000; skip-count by 2s, 5s, 10s, and 100s.
- 2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

CA: CCCS: Mathematics, CA: Grade 2, Measurement & Data
2.MD Relate addition and subtraction to length.

Text Support

Module 1: Assessment and Reteach (5 days) Administer Common Assessment #1

Choose 3 days of lessons from the following choices based on student needs:

Chapter 1 Reteach

Lesson 1.1 (2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, SMP.4, SMP.5)

- *Reteach 2A pp. 1-8*
- *Extra Practice 2A pp. 1-4*

Lesson 1.2 (2.NBT.1a, 2.NBT.1b, 2.NBT.3, SMP.4, SMP.5)

- *Reteach 2A pp. 9-14*
- *Extra Practice 2A pp. 5-10*

Lesson 1.3 (2.NBT.1a, 2.NBT.4, SMP.4, SMP.5)

- *Reteach 2A pp. 15-20*
- *Extra Practice 2A pp. 11-14*

Lesson 1.4 (2.MD.6, 2.NBT.2, SMP.1, SMP.2, SMP.3, SMP.6, SMP.7, SMP.8)

- *Reteach 2A pp. 21-24*
- *Extra Practice 2A pp. 15-17*

Extend

- *Enrichment 2A pp. 1-10*

Resources

Universal Access Support

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coming in 2014-15...

**Teaching
Resources/Documents**
coming in 2014-15...

**Professional
Development**
coming in 2014-15...

Standards & Benchmarks

- 2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Module 2 (Week 7, 5 Weeks)

CA: CCCS: Mathematics, CA: Grade 2, Mathematical Practice
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.
- SMP.7 Look for and make use of structure.
- SMP.8 Look for and express regularity in repeated reasoning.

CA: CCCS: Mathematics, CA: Grade 2, Operations & Algebraic Thinking
2.OA Represent and solve problems involving addition and subtraction.

- 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.OA Add and subtract within 20.

- 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

CA: CCCS: Mathematics, CA: Grade 2, Number & Operations in

Text Support

Module 2: Chapters 2, 3, and Part of 4 (24 Days)

Every Day Counts (10 minutes DAILY throughout Module 2) - Refer to Daily Planning Guide for daily lessons.

- **Calendar**
- **Counting Tape**
- **Computations and Connections**
- **Add Daily Depositor in first week of December**

Chapter 2: Addition up to 1,000 (10 days)
Chapter Introduction, TE pp. 34-37 (2.NBT.5, 2.NBT.6)

Lesson 2.1 Addition and Subtraction Facts Within 20, TE pp. 38-41 (2.OA.2)

Practice and Apply, TE p. 41A

Lesson 2.2 Addition Without Regrouping, TE pp. 42-45 (2.NBT.1a, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.4, SMP.5)

Practice and Apply, TE pp. 45A-45B

Lesson 2.3 Addition With Regrouping in Ones, TE pp. 46-49 (2.NBT.1a, 2.NBT.3, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.5)

Practice and Apply, TE p. 49A

Lesson 2.4 Addition With Regrouping in Tens, TE pp. 50-52 (2.NBT.1a, 2.NBT.3, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.5)

Practice and Apply, TE p. 52A

Lesson 2.5 Addition With Regrouping in Ones and Tens, TE 53-57 (2.NBT.1a, 2.NBT.3, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.1, SMP.5)

Practice and Apply, TE pp. 58A-58B

Problem Solving: Put On Your Thinking Cap!

Resources

Universal Access Support

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Think Central

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Teaching

Resources/Documents

coming in 2014-15...

Professional

Development

coming in 2014-15...

Standards & Benchmarks

Base Ten

2.NBT Understand place value.

- 2.NBT.1a 100 can be thought of as a bundle of ten tens — called a “hundred.”
- 2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT Use place value understanding and properties of operations to add and subtract.

- 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

CA: CCCS: Mathematics, CA: Grade 2, Measurement & Data
2.MD Relate addition and subtraction to length.

- 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- 2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Text Support

TE p. 58 (2.NBT.7, SMP.1, SMP.2, SMP.7)

Practice and Apply, TE p. 58B

Chapter Wrap Up, TE p. 59

Chapter Review/Test, TE p. 59A

Chapter 2 Assessment, Test Prep 2, TE p. 59A

Chapter 3: Subtraction up to 1,000 (9 days)

Chapter Introduction, TE pp. 60-64 (2.NBT.5, 2.OA.2)

Lesson 3.1 Subtraction Without Regrouping,

TE pp. 65-70 (2.NBT.1a, 2.NBT.3, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.4, SMP.5)

Practice and Apply, TE p. 70A

Lesson 3.2 Subtraction With Regrouping in

Tens and Ones, TE pp. 71-75 (2.NBT.1a, 2.NBT.3, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.4, SMP.5)

Practice and Apply, TE p. 75A

Lesson 3.3 Subtraction With Regrouping in

Hundreds and Tens, TE pp. 76-81 (2.NBT.1a, 2.NBT.3, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.4, SMP.5)

Practice and Apply, TE pp. 81A-81B

Lesson 3.4 Subtraction With Regrouping in

Hundreds, Tens, and Ones, TE pp. 82-87 (2.NBT.1a, 2.NBT.3, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.4, SMP.5)

Practice and Apply, TE p. 87A

Lesson 3.5 Subtraction Across Zeros, TE pp.

88-91 (2.MD.6, 2.NBT.1a, 2.NBT.3, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.1, SMP.2, SMP.4, SMP.5, SMP.7, SMP.8)

Practice and Apply, TE p. 91A

Problem Solving: Put On Your Thinking Cap!,

TE pp. 92-93 (2.NBT.9, SMP.1, SMP.2, SMP.7)

Practice and Apply, TE p. 93A

Chapter Wrap Up, TE pp. 94-95

Chapter Review/Test, TE p. 95A

Chapter 3 Assessment, Test Prep 3, TE p. 95B

Chapter 4: Using Bar Models: Addition and Subtraction - Begin (5 days)

Chapter Introduction, TE pp. 96-99 (2.NBT.9, 2.OA.1)

Lesson 4.1 Using Part-Part-Whole in Addition

and Subtraction, TE pp. 100-106 (2.MD.5, 2.MD.6, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9,

Resources

Standards & Benchmarks

Module 2 Assessment and Reteach (Week 12, 1 Week)

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- SMP.1 Make sense of problems and persevere in solving them.
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- SMP.6 Attend to precision.
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CA: CCCS: Mathematics, CA: Grade 2, Operations & Algebraic Thinking
2.OA Represent and solve problems involving addition and subtraction.

- 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.OA Add and subtract within 20.

- 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

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Text Support

2.OA.1, SMP.4, SMP.5, SMP.6)

Practice and Apply, TE p. 106A

Lesson 4.2 Adding On and Taking Away Sets,

TE pp. 107-112 (2.MD.5, 2.MD.6, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9 2.OA.1, SMP.4, SMP.6)

Practice and Apply, TE pp. 112A

(Chapter 4 will continue in Module 3)

Module 2 Assessment and Reteach (5 days) Administer Common Assessment #2

Choose 3 days of lessons from the following choices based on student needs:

Chapter 2

Reteach

Lesson 2.1 (2.OA.2.)

- *Reteach 2A pp. 25-26*
- *Extra Practice 2A pp. 19-20*

Lesson 2.2 (2.NBT.1a, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.4, SMP.5)

- *Reteach 2A pp. 27-38*
- *Extra Practice 2A pp. 21-22*

Lesson 2.3 (2.NBT.1a, 2.NBT.3, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.5)

- *Reteach 2A pp. 39-44*
- *Extra Practice 2A pp. 23-24*

Lesson 2.4 (2.NBT.1a, 2.NBT.3, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.5)

- *Reteach 2A pp. 45-48*
- *Extra Practice 2A pp. 25-26*

Lesson 2.5 (2.NBT.1a, 2.NBT.3, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.1, SMP.5)

- *Reteach 2A pp. 49-52*

Resources

Universal Access Support

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Teaching

Resources/Documents

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Professional

Development

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Standards & Benchmarks

Base Ten

2.NBT Understand place value.

- 2.NBT.1a 100 can be thought of as a bundle of ten tens — called a “hundred.”
- 2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT Use place value understanding and properties of operations to add and subtract.

- 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

CA: CCCS: Mathematics, CA: Grade 2, Measurement & Data
2.MD Relate addition and subtraction to length.

- 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- 2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Text Support

- *Extra Practice 2A pp. 27-28*

Extend

- *Enrichment 2A pp. 11-20*

Chapter 3

Reteach

Lesson 3.1 (2.NBT.1a, 2.NBT.3, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.4, SMP.5)

- *Reteach 2A pp. 53-64*
- *Extra Practice 2A pp. 31-32*

Lesson 3.2 (2.NBT.1a, 2.NBT.3, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.4, SMP.5)

- *Reteach 2A pp. 65-70*
- *Extra Practice 2A pp. 33-34*

Lesson 3.3 (2.NBT.1a, 2.NBT.3, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.4, SMP.5)

- *Reteach 2A pp. 71-74*
- *Extra Practice 2A pp. 35-36*

Lesson 3.4 (2.NBT.1a, 2.NBT.3, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.4, SMP.5)

- *Reteach 2A pp. 75-78*
- *Extra Practice 2A pp. 37-38*

Lesson 3.5 (2.MD.6, 2.NBT.1a, 2.NBT.3, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.1, SMP.2, SMP.4, SMP.5, SMP.7, SMP.8)

- *Reteach 2A pp. 79-82*
- *Extra Practice 2A pp. 39-40*

Extend

Resources

Standards & Benchmarks

Text Support

Resources

Module 3 (Week 13, 5 Weeks)

CA: CCCS: Mathematics, CA: Grade 2, Mathematical Practice
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.
- SMP.8 Look for and express regularity in repeated reasoning.

CA: CCCS: Mathematics, CA: Grade 2, Operations & Algebraic Thinking
2.OA Represent and solve problems involving addition and subtraction.

- 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of

- *Enrichment 2A pp. 21-30*

Chapter 4

Reteach

Lesson 4.1 (2.MD.5, 2.MD.6, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.OA.1, SMP.4, SMP.5, SMP.6)

- *Reteach 2A pp. 83-88*
- *Extra Practice 2A pp. 43-44*

Lesson 4.2 (2.MD.5, 2.MD.6, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.OA.1, SMP.4, SMP.6)

- *Reteach 2A pp. 89-92*
- *Extra Practice 2A pp. 45-48*

Module 3: Part of Chapter 4, Chapters 5 and 6 (23 days)

Every Day Counts (10 minutes DAILY throughout Module 3) - Refer to Daily Planning Guide for daily lessons.

- **Calendar**
- **Counting Tape**
- **Computations and Connections**
- **Daily Depositor**

Chapter 4: Using Bar Models: Addition and Subtraction - Continue (6 days)

Lesson 4.3 Comparing Two Sets, TE pp. 113-118 (2.MD.5, 2.MD.6, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, SMP.4, SMP.6)
Practice and Apply, TE p. 118A

Lesson 4.4 Real-World Problems: Two-Step Problems, TE pp. 119-124 (2.MD.5, 2.MD.6, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.OA.1, SMP.1, SMP.3, SMP.4, SMP.6)
Practice and Apply, TE pp. 125A-125B

Problem Solving: Put On Your Thinking Cap!

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Professional Development
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Standards & Benchmarks

adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.OA Work with equal groups of objects to gain foundations for multiplication.

- 2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- 2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

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2.NBT Understand place value.

- 2.NBT.2 Count within 1000; skip-count by 2s, 5s, 10s, and 100s.

2.NBT Use place value understanding and properties of operations to add and subtract.

- 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Text Support

TE p. 125 (2.OA.1, SMP.1, SMP.2)

Practice and Apply, TE p. 125C

Chapter Wrap Up, TE pp. 126-127

Chapter Review/Test, TE p. 127A

Chapter 4 Assessment, Test Prep 4, TE p. 127B

Chapter 5: Multiplication and Division (7 days)

Chapter Introduction, TE pp. 128-130 (2.OA.4)

Lesson 5.1 How to Multiply, TE pp. 131-137

(SMP.3, SMP.4, SMP.6)

Practice and Apply, TE p. 133

****Lessons 5.2 and 5.3 do not address 2nd grade Common Core Standards. For this reason, they will not be taught at this time, but can be added as enrichment at the end of the required chapters.**

Problem Solving: Put On Your Thinking Cap!,

TE p. 151 (SMP.1, SMP.4, SMP.8)

Practice and Apply, TE p. 151A

Chapter Wrap Up, TE p. 152

Chapter Review/Test, TE pp. 152A-152B

Chapter 5 Assessment, Test Prep 5, TE p. 152C

(Omit exercises 5, 8a, 9b, 12)

Chapter 6: Multiplication Tables of 2, 5, and 10 (10 days)

Chapter Introduction, TE pp. 153-156 (2.OA, 2.NBT)

Lesson 6.1 Multiplying 2: Skip-Counting, TE pp. 157-159 (2.NBT.2, SMP.1, SMP.2, SMP.8)

Practice and Apply, TE p. 159A

****Lesson 6.2 does not address 2nd grade Common Core Standards. For this reason, it will not be taught at this time, but can be added as enrichment at the end of the required chapters.**

Lesson 6.3 Multiplying 5: Skip-Counting, TE pp. 166-171 (2.NBT.2, SMP. 1, SMP.5, SMP.8)

Practice and Apply, TE p. 171A

****Lesson 6.4 does not address 2nd grade Common Core Standards. For this reason, it will not be taught at this time, but can be added as enrichment at the end of the required chapters.**

Lesson 6.5 Multiplying 10: Using Skip-Counting and Dot Paper, TE pp. 177-182

(2.NBT.2, 2.OA.4, SMP.1, SMP.2, SMP.5, SMP.8)

Practice and Apply, TE p. 182A

Resources

Standards & Benchmarks

CA: CCCS: Mathematics, CA: Grade 2, Measurement & Data
2.MD Relate addition and subtraction to length.

- 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- 2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Module 3 Assessment and Reteach (Week 18, 1 Week)

CA: CCCS: Mathematics, CA: Grade 2, Mathematical Practice
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

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- SMP.2 Reason abstractly and quantitatively.
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2.OA Represent and solve problems involving addition and subtraction.

- 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Text Support

Lesson 6.6 Odd and Even Numbers, TE pp. 183-188 (2.OA.3, SMP.4, SMP.5)

Practice and Apply, TE p. 188A

Problem Solving: Put On Your thinking Cap!, TE p. 189 (SMP.1, SMP.2, SMP.8)

Practice and Apply, TE p. 189A

Chapter Wrap Up, TE pp. 190-192

Chapter Review/Test, TE p. 192A

Chapter 6 Assessment, Test Prep 6, TE p. 192B

Resources

Module 3: Assessment and Reteach (5 days) **Administer Common Assessment #3**

Choose 3 days of lessons from the following choices based on student needs:

Chapter 4

Reteach

Lesson 4.3 (2.MD.5, 2.MD.6, 2.NBT.5, 2.NBT.6, 2.NBT.7, SMP.4, SMP.6)

- *Reteach 2A pp. 93-96*
- *Extra Practice 2A pp. 49-50*

Lesson 4.4 (2.MD.5, 2.MD.6, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.OA.1, SMP.1, SMP.3, SMP.4, SMP.6)

- *Reteach 2A pp. 97-100*
- *Extra Practice 2A pp. 51-54*

Extend

- *Enrichment 2A pp. 31-37*

Chapter 5

Reteach

Lesson 5.1 (SMP.3, SMP.4, SMP.6)

Universal Access **Support**

coming in 2014-15...

Think Central

coming in 2014-15...

Teaching

Resources/Documents

coming in 2014-15...

Professional

Development

coming in 2014-15...

Standards & Benchmarks

2.OA Work with equal groups of objects to gain foundations for multiplication.

- 2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- 2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

CA: CCCS: Mathematics, CA: Grade 2, Number & Operations in Base Ten

2.NBT Understand place value.

- 2.NBT.2 Count within 1000; skip-count by 2s, 5s, 10s, and 100s.

2.NBT Use place value understanding and properties of operations to add and subtract.

- 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

CA: CCCS: Mathematics, CA: Grade 2, Measurement & Data

2.MD Relate addition and subtraction to length.

- 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same

Text Support

- *Reteach 2A pp. 101-106*
- *Extra Practice 2A pp. 57-60*

Chapter 6

Reteach

Lesson 6.1 (2.NBT.2, SMP.1, SMP.2, SMP.8)

- *Reteach 2A pp. 115-118*
- *Extra Practice 2A pp. 69-70*

Lesson 6.3 (2.NBT.2, SMP.1, SMP.5, SMP.8)

- *Reteach 2A pp. 127-128*
- *Extra Practice 2A pp. 75-76*

Lesson 6.5 (2.NBT.2, 2.OA.4, SMP.1, SMP.2, SMP.5, SMP.8)

- *Reteach 2A pp. 133-136*
- *Extra Practice 2A pp. 81-84*

Lesson 6.6 (2.OA.3, SMP.1, SMP.2, SMP.4, SMP.5, SMP.8)

- *Reteach 2A pp. 137-140*
- *Extra Practice 2A pp. 85-88*

Extend

- *Enrichment 2A pp. 47-58*

Resources

Standards & Benchmarks

units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

- 2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Module 4 (Week 19, 6 Weeks)

CA: CCCS: Mathematics, CA: Grade 2, Mathematical Practice
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.
- SMP.7 Look for and make use of structure.

CA: CCCS: Mathematics, CA: Grade 2, Operations & Algebraic Thinking
2.OA Represent and solve problems involving addition and subtraction.

- 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.OA Add and subtract within 20.

- 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Text Support

Module 4: Chapters 7, 10, and Part of 11 (28 days)

Every Day Counts (10 minutes DAILY throughout Module 4) - Refer to Daily Planning Guide for daily lessons.

- **Calendar**
- **Counting Tape**
- **Computations and Connections**

Chapter 7: Metric Measurement of Length (10 days)

Chapter Introduction, TE pp. 193-195
(2.NBT.5)

Lesson 7.1 Measuring in Meters, TE pp. 196-199 (2.MD.1, 2.MD.3, SMP.1, SMP.2 SMP.5, SMP.6)
Practice and Apply, TE p. 199A

Lesson 7.2 Comparing Lengths in Meters, TE pp. 200-204 (2.MD.4, SMP.5, SMP.6)
Practice and Apply, TE p. 204

Lesson 7.3 Measuring in Centimeters, TE pp. 205-214 (2.MD.1, 2.MD.3, SMP.1, SMP.5, SMP.6)
Practice and Apply, TE p. 214A

Lesson 7.4 Comparing Lengths in Centimeters, TE pp. 215-219 (2.MD.1, 2.MD.4, SMP.2, SMP.5, SMP.6)
Practice and Apply, TE pp. 219-219A

Lesson 7.5 Real-World Problems: Metric Length, TE pp. 220-224 (2.MD.5, 2.MD.6, SMP.1, SMP.4, SMP.5)
Practice and Apply, TE p. 224A

Problem Solving: Put On Your Thinking Cap!

Resources

Universal Access Support

coming in 2014-15...

Think Central

coming in 2014-15...

Teaching

Resources/Documents

coming in 2014-15...

Professional Development

coming in 2014-15...

Standards & Benchmarks

CA: CCCS: Mathematics, CA: Grade 2, Number & Operations in Base Ten

2.NBT Use place value understanding and properties of operations to add and subtract.

- 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

CA: CCCS: Mathematics, CA: Grade 2, Measurement & Data

2.MD Measure and estimate lengths in standard units.

- 2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD Relate addition and subtraction to length.

- 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

Text Support

TE p. 225 (SMP.1, SMP.4, SMP.7)

Practice and Apply, TE p. 225A

Chapter Wrap Up, TE pp. 226-227

Chapter Review/Test, TE pp. 227A-227B

Chapter 7 Assessment, Test Prep 7, TE p. 227C

****Chapters 8 and 9 do not address 2nd grade Common Core Standards. For this reason, they will not be taught at this time, but can be added as enrichment at the end of the required chapters.**

Chapter 10: Mental Math and Estimation (10 days)

Chapter Introduction, TE pp. 1-5 (2.NBT.5, 2.NBT.7, 2.OA.2)

Lesson 10.1 Meaning of Sum, TE pp. 6-7 (2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.OA.1, SMP.4)

Practice and Apply, TE p. 7A

Lesson 10.2 Mental Addition, TE pp. 8-16

(2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.OA.2, SMP.3, SMP.5, SMP.6)

Practice and Apply, TE p. 15A

Lesson 10.3 Meaning of Difference, TE pp. 17-19 (2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.OA.1, SMP.4)

Practice and Apply, TE p. 19A

Lesson 10.4 Mental Subtraction, TE pp. 20-27

(2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.OA.2, SMP.3, SMP.4, SMP.6)

Practice and Apply, TE p. 26A.

****Lesson 10.5 does not address 2nd grade Common Core Standards. For this reason, it will not be taught at this time, but can be added as enrichment at the end of the required chapters.**

Problem Solving: Put On Your Thinking Cap!, TE p. 39 (2.OA.1, SMP.1, SMP.2)

Chapter Wrap Up, TE pp. 40-41

Chapter Review/Test, TE p. 41A

Chapter 10 Assessment, Test Prep 10, TE pp. 41A-41B (Omit exercises 5, 10-11)

Chapter 11: Money - Begin (8 days)

Chapter Introduction, TE pp. 42-45 (2.MD.8)

Lesson 11.1 Coins and Bills, TE pp. 46-61 (2.MD.8, SMP.3, SMP.6)

Practice and Apply, TE pp. 61-61C

Resources

Standards & Benchmarks

- 2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

2.MD Work with time and money.

- 2.MD.8 Solve word problems involving combinations of dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Module 4 Assessment and Reteach (Week 25, 1 Week)

CA: CCCS: Mathematics, CA: Grade 2, Mathematical Practice
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.

CA: CCCS: Mathematics, CA: Grade 2, Operations & Algebraic Thinking
2.OA Represent and solve problems involving addition and subtraction.

- 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.OA Add and subtract within 20.

Text Support

Lesson 11.2 Comparing Amounts of Money, TE pp. 62-65 (2.MD.8)

Practice and Apply, TE pp. 65A

(Chapter 11 will continue in Module 5)

Module 4 Assessment and Reteach (5 days) Administer Common Assessment #4

Choose 3 days of lessons from the following choices based on student needs:

Reteach

Lesson 7.1 (2.MD.1, 2.MD.3, SMP.1, SMP.2, SMP.5, SMP.6)

- *Reteach 2A pp. 141-144*
- *Extra Practice 2A pp. 101-104*

Lesson 7.2 (2.MD.4, SMP.5, SMP.6)

- *Reteach 2A pp. 145-146*
- *Extra Practice 2A pp. 105-106*

Lesson 7.3 (2.MD.1, 2.MD.3, SMP.1, SMP.5, SMP.6)

- *Reteach 2A pp. 147-152*
- *Extra Practice 2A pp. 107-108*

Lesson 7.4 (2.MD.1, 2.MD.4, SMP.2, SMP.5, SMP.6)

- *Reteach 2A pp. 153-154*
- *Extra Practice 2A pp. 109-110*

Resources

Universal Access Support

coming in 2014-15...

Think Central

coming in 2014-15...

Teaching

Resources/Documents

coming in 2014-15...

Professional

Development

coming in 2014-15...

Standards & Benchmarks

- 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

CA: CCCS: Mathematics, CA: Grade 2, Number & Operations in Base Ten

2.NBT Use place value understanding and properties of operations to add and subtract.

- 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

CA: CCCS: Mathematics, CA: Grade 2, Measurement & Data

2.MD Measure and estimate lengths in standard units.

- 2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD Relate addition and subtraction to length.

Text Support

Lesson 7.5 (2.MD.5, 2.MD.6, SMP.1, SMP.4, SMP.5)

- *Reteach 2A pp. 155-158*
- *Extra Practice 2A pp. 111-116*

Extend

- *Enrichment 2A pp. 59-68*

Chapter 10

Reteach

Lesson 10.1 (2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.OA.1, SMP.4)

- *Reteach 2B pp. 1-2*
- *Extra Practice 2B pp. 1-2*

Lesson 10.2 (2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.OA.2, SMP.1, SMP.3, SMP.5, SMP.6)

- *Reteach 2B pp. 3-10*
- *Extra Practice 2B pp. 3-6*

Lesson 10.3 (2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.OA.1, SMP.4)

- *Reteach 2B pp. 11-12*
- *Extra Practice 2B pp. 7-8*

Lesson 10.4 (2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.OA.2, SMP.3, SMP.4, SMP.6)

- *Reteach 2B pp. 13-20*
- *Extra Practice 2B pp. 9-12*

Lesson 10.5 (2.MD.6, 2.NBT.5, 2.NBT.6, 2.NBT.9, SMP.1, SMP.3, SMP.6)

Resources

Standards & Benchmarks

- 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- 2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Module 5

(Week 26, 5 Weeks)

CA: CCCS: Mathematics, CA: Grade 2, Mathematical Practice
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.

CA: CCCS: Mathematics, CA: Grade 2, Operations & Algebraic Thinking
2.OA Represent and solve problems involving addition and subtraction.

- 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

CA: CCCS: Mathematics, CA: Grade 2, Number & Operations in Base Ten
2.NBT Use place value understanding and properties of operations to add and subtract.

- 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations,

Text Support

- *Reteach 2B pp. 21-28*
- *Extra Practice 2B pp. 113-19*

Extend

- *Enrichment 2B pp. 1-7*

**Module 5: Part of Chapter 11, Chapters 12, 13, and Part of Chapter 14 (25 days)
Every Day Counts (10 minutes DAILY throughout Module 1) - Refer to Daily Planning Guide for daily lessons.**

- **Calendar**
- **Counting Tape**
- **Computations and Connections**

Chapter 11: Money - Continue (5 days)

Lesson 11.3 Real World Problems: Money, TE pp. 66-72 (2.MD.8, SMP.1, SMP.4)

Practice and Apply, TE p. 72A

Problem Solving: Put On Your Thinking Cap!, TE p. 72 (2.MD.8, SMP.1, SMP.4, SMP.7)

Practice and Apply, TE p. 72B

Chapter Wrap Up, TE pp. 73-74

Chapter Review/Test, TE p. 74A

Chapter 11 Assessment, Test Prep 11, TE p. 74B

Chapter 12: Fractions (8 days)

Chapter Introduction, TE pp. 75-76

Lesson 12.1 Understanding Fractions, TE pp. 77-84 (2.G.2, 2.G.3, SMP.4, SMP.6)

Practice and Apply, TE pp. 84A-84B

****Lessons 12.2 and 12.3 do not address 2nd grade Common Core Standards. For this reason, they will not be taught at this time, but can be added as enrichment at the end of the required**

Resources

Universal Access Support

coming in 2014-15...

Think Central

coming in 2014-15...

Teaching

Resources/Documents

coming in 2014-15...

Professional

Development

coming in 2014-15...

Standards & Benchmarks

- and/or the relationship between addition and subtraction.
- 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
 - 2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
 - 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

CA: CCCS: Mathematics, CA: Grade 2, Measurement & Data
2.MD Measure and estimate lengths in standard units.

- 2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD Relate addition and subtraction to length.

- 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- 2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Text Support

chapters.

Problem Solving: Put On Your Thinking Cap!, TE p. 99 (2.G.3, SMP.1, SMP.3, SMP.4)

Practice and Apply, TE p. 99

Chapter Wrap Up, TE pp. 100-101

Chapter Review/Test, TE p. 101A

Chapter 12 Assessment, Test Prep 12, TE p. 101B

Chapter 13: Customary Measurement of Length (9 days)

Chapter Introduction, TE pp. 102-104 (2.MD.1, 2.NBT.7)

Lesson 13.1 Measuring in Feet, TE pp. 105-108 (2.MD.1, 2.MD.3, SMP.5, SMP.6)

Practice and Apply, TE p. 108A

Lesson 13.2 Comparing Lengths in Feet, TE pp. 109-112 (2.MD.1, 2.MD.4, SMP.5, SMP.6)

Practice and Apply, TE p. 112A

Lesson 13.3 Measuring in Inches, TE pp. 113-119 (2.MD.1, SMP.4, SMP.5)

Practice and Apply, TE pp. 119-119A

Lesson 13.4 Comparing Lengths in Inches and Feet, TE pp. 120-125 (2.MD.1, 2.MD.2, 2.MD.4, SMP.5, SMP.6)

Practice and Apply, TE p. 125A

Lesson 13.5 Real-World Problems:

Customary Length, TE pp. 126-130 (2.MD.5, 2.MD.6, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.OA.1, SMP.1, SMP.4, SMP.5)

Practice and Apply, TE pp. 130-130A

Problem Solving: Put On Your Thinking Cap!, TE p. 131 (SMP.1, SMP.2, SMP.4)

Practice and Apply, TE p. 131A

Chapter Wrap Up, TE pp. 132-133

Chapter Review/Test, TE p. 133A

Chapter 13 Assessment, Test Prep 13, TE p. 133B

Chapter 14: Time- Begin (3 days)

Chapter Introduction, TE pp. 134-136 (2.NBT.2, 2.NBT.8)

Lesson 14.1 The Minute Hand, TE pp. 137-140 (2.MD.7, SMP.4, SMP.6)

Practice and Apply, TE p. 140A

(Continue Chapter 14 in Module 6)

Resources

Standards & Benchmarks

2.MD Work with time and money.

- 2.MD.8 Solve word problems involving combinations of dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

CA: CCCS: Mathematics, CA: Grade 2, Geometry

2.G Reason with shapes and their attributes.

- 2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Module 5 Assessment and Reteach

(Week 31, 1
Week)

CA: CCCS: Mathematics, CA: Grade 2, Mathematical Practice
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.

CA: CCCS: Mathematics, CA: Grade 2, Operations & Algebraic Thinking

2.OA Represent and solve problems involving addition and subtraction.

- 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown

Text Support

Resources

Module 5 Assessment and Reteach (5 days) Administer Common Assessment #5

Choose 3 days of lessons from the following choices based on student needs:

Chapter 11 Reteach

Lesson 11.3 (2.MD.8, SMP.1, SMP.4)

- *Reteach 2B pp. 45-50*
- *Extra Support 2B pp. 33-36*

Chapter 12 Reteach

Lesson 12.1 (2.G.2, 2.G.3, SMP.4, SMP.6)

- *Reteach 2B pp. 51-54*
- *Extra Support 2B pp. 39-42*

Extend

Universal Access Support

coming in 2014-15...

Think Central

coming in 2014-15...

Teaching

Resources/Documents

coming in 2014-15...

Professional

Development

coming in 2014-15...

Standards & Benchmarks

number to represent the problem.

CA: CCCS: Mathematics, CA: Grade 2, Number & Operations in Base Ten

2.NBT Use place value understanding and properties of operations to add and subtract.

- 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

CA: CCCS: Mathematics, CA: Grade 2, Measurement & Data

2.MD Measure and estimate lengths in standard units.

- 2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD Relate addition and subtraction to length.

- 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same

Text Support

- *Enrichment 2B pp. 19-26*

Chapter 13

Reteach

Lesson 13.1 (2.MD.1, 2.MD.3, SMP.5, SMP.6)

- *Reteach 2B pp. 61-64*
- *Extra Support 2B pp. 51-52*

Lesson 13.2 (2.MD.1, 2.MD.4, SMP.5, SMP.6)

- *Reteach 2B pp. 65-68*
- *Extra Support 2B pp. 53-54*

Lesson 13.3 (2.MD.1, 2.MD.3, SMP.5)

- *Reteach 2B pp. 69-72*
- *Extra Support 2B pp. 55-56*

Lesson 13.4 (2.MD.1, 2.MD.2, 2.MD.4, SMP.5, SMP.6)

- *Reteach 2B pp. 73-76*
- *Extra Support 2B pp. 57-58*

Lesson 13.5 (2.MD.5, 2.MD.6, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.OA.1, SMP.1 SMP.4, SMP.5)

- *Reteach 2B pp. 77-82*
- *Extra Support 2B pp. 59-61*

Extend

- *Enrichment 2B pp. 27-34*

Chapter 14

Reteach

Lesson 14.1 (2.MD.7, SMP.4, SMP.6)

Resources

Standards & Benchmarks

units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

- 2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

2.MD Work with time and money.

- 2.MD.8 Solve word problems involving combinations of dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

CA: CCCS: Mathematics, CA: Grade 2, Geometry
2.G Reason with shapes and their attributes.

- 2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Module 6 (Week 32, 7 Weeks)

CA: CCCS: Mathematics, CA: Grade 2, Mathematical Practice
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.

Text Support

- *Reteach 2B pp. 83-84*
- *Extra Support 2B pp. 63-64*

Resources

Module 6: Part of Chapter 14, Chapters 17, 18, and 19 (33 days)
Every Day Counts (10 minutes DAILY throughout Module 1) - Refer to Daily Planning Guide for daily lessons.

- **Calendar**
- **Counting Tape**
- **Computations and Connections**

Chapter 14: Time - Continue (6 days)
Lesson 14.2 Reading and Writing Time, TE pp. 141-145, (2.MD.7, SMP.4)
Practice and Apply, TE pp. 145-145A

Universal Access Support
coming in 2014-15...
Think Central
coming in 2014-15...
Teaching Resources/Documents
coming in 2014-15...
Professional Development
coming in 2014-15...

Standards & Benchmarks

- SMP.7 Look for and make use of structure.

CA: CCCS: Mathematics, CA: Grade 2, Measurement & Data
2.MD Work with time and money.

- 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).

2.MD Represent and interpret data.

- 2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- 2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

CA: CCCS: Mathematics, CA: Grade 2, Geometry
2.G Reason with shapes and their attributes.

- 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Text Support

Lesson 14.3 Using A.M. and P.M., TE pp. 146-153, (2.MD.7)

Practice and Apply, TE p. 153A

****Lesson 14.4 does not address 2nd grade Common Core Standards. For this reason, it will not be taught at this time, but can be added as enrichment at the end of the required chapters.**

Problem Solving: Put On Your Thinking Cap!, TE p. 161 (2.MD.7, SMP.1, SMP.3, SMP.5)

Practice and Apply TE p. 162

Chapter Wrap Up, TE pp. 162-162A

Chapter Review/Test, TE p. 162A

Chapter 14 Assessment, Test Prep 14, TE p. 162B

****Chapter 15 and 16 do not address 2nd grade Common Core Standards. For this reason, they will not be taught at this time, but can be added as enrichment at the end of the required chapters.**

Chapter 17: Graphs and Line Plots (8 days)

Chapter Introduction, TE pp. 224-229

Lesson 17.1 Reading Picture Graphs and Scales, TE pp. 230-237, (2.MD.10, SMP.1, SMP.2)

Practice and Apply, TE p. 237A

Lesson 17.2 Making Picture Graphs, TE pp. 238-243, (2.MD.10, SMP.1, SMP.6)

Practice and Apply, TE pp. 243A-243B

Lesson 17.3 Real-World Problems: Picture Graphs, TE pp. 244-248, (2.MD.10, SMP.1)

Practice and Apply, TE pp. 248-248A

Lesson 17.4 Graphs and Line Plots, TE pp. 249-256, (2.MD.9, SMP.1, SMP.4, SMP.5)

Practice and Apply, TE p. 256A

Problem Solving: Put On Your Thinking Cap!, TE pp. 257-258 (2.MD.10, SMP.1, SMP.2, SMP.4, SMP.7)

Practice and Apply, TE p. 259

Chapter Wrap Up, TE pp. 259-263

Chapter Review/Test, TE pp. 263A-263B

Chapter 17 Assessment, Test Prep 17, TE p. 263C

Chapter 18: Lines and Surfaces (6 days)

Chapter Introduction, TE pp. 264-268 (2.G.1)

Lesson 18.1 Lines and Surfaces, TE pp. 269-

Resources

Standards & Benchmarks

Text Support

Resources

Module 6 Reteach and Enrichment

(Week 38, 1
Week)

CA: CCCS: Mathematics, CA: Grade 2, Mathematical Practice
The Standards for Mathematical Practice describe varieties of
expertise that mathematics educators at all levels should
seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.

273 (SMP.6)

Practice and Apply, TE pp. 273A-273B

Lesson 18.2 Flat and Curved Surfaces, TE pp. 274-280 (2.G.1, SMP.1, SMP.2, SMP.6)

Practice and Apply, TE pp. 280-280A

Problem Solving: Put On Your Thinking Cap!, TE p. 281 (SMP.1, SMP.2, SMP.5)

Practice and Apply, TE p. 281

Chapter Wrap Up, TE p. 282

Chapter Review/Test, TE p. 282A

Chapter 18 Assessment, Test Prep 18, TE p. 282A

Chapter 19: Shapes and Patterns (9 days)

Chapter Introduction, TE pp. 283-286 (2.G.1)

Lesson 19.1 Plane Shapes, TE pp. 287-305
(2.G.1, SMP.5, SMP.6, SMP.7)

Practice and Apply, TE pp. 305A-305C

Lesson 19.2 Solid Shapes, TE pp. 306-311
(2.G.1, SMP.6)

Practice and Apply, TE p. 311A

***Lesson 19.3 does not address 2nd grade
Common Core Standards. For this reason, it will
not be taught at this time, but can be added as
enrichment at the end of the required chapters.*

Problem Solving: Put On Your Thinking Cap!, TE p. 323 (SMP.1, SMP.2, SMP.4, SMP.5)

Practice and Apply, TE p. 323

Chapter Wrap Up, TE pp. 324-325

Chapter Review/Test, TE p. 325A

Chapter 19 Assessment, Test Prep 19, TE p. 325B

Module 6: Reteach and Enrichment (5 days)

Chapter 14

Reteach

Lesson 14.2 (2.MD.7, SMP.4)

- *Reteach 2B pp. 85-88*
- *Extra Support 2B pp. 65-68*

Lesson 14.3 (2.MD.7)

- *Reteach 2B pp. 89-90*

Standards & Benchmarks

- SMP.7 Look for and make use of structure.

CA: CCCS: Mathematics, CA: Grade 2, Measurement & Data
2.MD Work with time and money.

- 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).

2.MD Represent and interpret data.

- 2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- 2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems¹ using information presented in a bar graph.

CA: CCCS: Mathematics, CA: Grade 2, Geometry
2.G Reason with shapes and their attributes.

- 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Text Support

- *Extra Support 2B pp. 69-70*

Extend

- *Enrichment 2B pp. 35-42*

Chapter 17

Reteach

Lesson 17.1 (2.MD.10, SMP.1, SMP.2)

- *Reteach 2B pp. 127-132*
- *Extra Support 2B pp. 123-128*

Lesson 17.2 (2.MD.10, SMP.1, SMP.6)

- *Reteach 2B pp. 133-138*
- *Extra Support 2B pp. 129-132*

Lesson 17.3 (2.MD.10, SMP.1)

- *Reteach 2B pp. 139-142*
- *Extra Support 2B pp. 133-134*

Lesson 17.4 (2.MD.9, SMP.1, SMP.4, SMP.5)

- *Reteach 2B pp. 143-144*
- *Extra Support 2B pp. 135-138*

Extend

- *Enrichment 2B pp. 57-72*

Chapter 18

Reteach

Lesson 18.1 (SMP.6)

- *Reteach 2B pp. 145-146*
- *Extra Support 2B pp. 141-144*

Lesson 18.2 (2.G.1, SMP.1, SMP.2, SMP.6)

Resources

Standards & Benchmarks

Text Support

Resources

- *Reteach 2B pp. 147-150*
- *Extra Support 2B pp. 145-147*

Extend

- *Enrichment 2B pp. 73-80*

Chapter 19

Reteach

Lesson 19.1 (2.G.1, SMP.5, SMP.6, SMP.7)

- *Reteach 2B pp. 151-158*
- *Extra Support 2B pp. 149-156*

Lesson 19.2 (2.G.1, SMP.6)

- *Reteach 2B pp. 159-160*
- *Extra Support 2B pp. 157-158*

Extend

- *Enrichment 2B pp. 81-88*

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