

# Second Grade: Math Curriculum

Chapter 1: Number Concepts	Time: September	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>• How are even numbers and odd numbers different?</li><li>• Why can an even number be shown as the sum of two equal addends?</li><li>• How do you know the value of a digit?</li><li>• How do you describe a 2-digit number as tens and ones?</li><li>• What are different ways to write a 2-digit number?</li><li>• How can you show the value of a number in different ways?</li><li>• How does finding a pattern help you find all the ways to show a number with tens and ones?</li><li>• How do you count by 1s, 5s, and 10s with numbers less than 100?</li><li>• How do you count by 1s, 5s, 10s, and 100s with numbers less than 1,000?</li></ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"><li>• I can sort numbers up to 20 as even or odd.</li><li>• I can write number sentences that make even numbers.</li><li>• I can write 2-digit numbers.</li><li>• I can write 2-digit numbers in three different ways.</li><li>• I can find equal numbers.</li><li>• I can use patterns to make 2-digit numbers.</li><li>• I can count to 100 and then 1000 by 1s, 5s, and 10s.</li></ul>	<p>2.OA.C.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 one-digit numbers.</p> <p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>
<p><b>Benchmark Assessment(s)</b></p> <ul style="list-style-type: none"><li>➤ SWBAT complete a practice test that requires them to work with equal groups of objects to gain foundations for multiplication with 80% accuracy. (PARCC Test Prep workbook pages 5-6). 2.OA.C.3</li><li>➤ SWBAT complete a practice test that requires them to use number patterns and skip counting to count to 1000 by 1s, 5s, and 10s with 80% accuracy. (PARCC Test Prep workbook pages 13-14). 2.NBT.A.2</li><li>➤ SWBAT complete a practice test that requires them to read and write numbers to 1000 using base-ten numerals, number names, and expanded form with 80% accuracy. (PARCC Test Prep workbook pages 15-16). 2.NBT.A.3</li></ul>		<p><b>Other Assessments</b></p> <ul style="list-style-type: none"><li>✓ Beginning-of-Year Test</li><li>✓ Mid-Chapter Checkpoint (Ch. 1)</li><li>✓ Chapter 1 Test</li></ul> <p><b>Materials</b></p> <ul style="list-style-type: none"><li>• GoMath! Student Workbook (Ch. 1)</li><li>• GoMath! PARCC Workbook</li></ul>

# Second Grade: Math Curriculum

## SUGGESTED ACTIVITIES

- Real World Project: “By the Sea” (Develop understanding of place-value concepts) Student workbook pages 1-8 and Critical Area Projects pg. B1-B2 (can be found online on Think Central).
- Grab and Go Activities (Planning Guide pg. 94)
  - Activities: 5, 14, and 18
  - Readers:
    - *The Roadside Stand*
    - *Doubles Fun on the Farm*
    - *Margo’s Lights*
  - Game: Four in a Row
- Chapter 1 STEM Activities (Think Central):
  - By a Hair/A Fine Feather
  - Magnets Everywhere

### REINFORCEMENT

- Reteach worksheet pages (Chapter Resources Book)
- Personal Math Trainer (Think Central)
- Math On the Spot Videos
- Response to Intervention Activities (Think Central)
- ELL Activities
- Strategic Intervention Guide (Think Central)
- Intensive Intervention Guide (Think Central)

### ENRICHMENT

- Enrich worksheet pages (chapter resources book)
- STEM activities (Think Central)
- Mega Math (Think Central)
- iTools (Think Central)
- Advances Learners Activities
- Extend the Project Activities (Real World/Critical Area Project- In book & Think Central)

### Suggested Websites

- Even Odd Colider Game <http://www.mathnook.com/math/evenoddcollider.html>
- Place Value Hockey Game [http://www.abcya.com/place\\_value\\_hockey.htm](http://www.abcya.com/place_value_hockey.htm)

### Suggested Materials

- GoMath! Manipulatives Set
- GoMath! Grab and Go Activity Center Materials

### Cross-Curricular Connections

#### 21<sup>st</sup> Century Skills

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

#### Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

#### SEL

(Responsible Decision-Making) Develop, implement and model effective problem solving and critical thinking skills.

#### Language Arts

W.2.8.: Recall information from experiences or gather information from provided sources to answer a question.

# Second Grade: Math Curriculum

Chapter 2: Numbers to 1,000	Time: October	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>• How do you group tens as hundreds?</li><li>• How do you write a 3-digit number for a group of tens?</li><li>• How do you show and write a 3-digit number using blocks?</li><li>• How do you know the values of the digits in numbers?</li><li>• How do you write 3-digit numbers using words, pictures, and with base ten blocks?</li><li>• How do you use place value to find the next number in a pattern: 10 more, 10 less, 100 more, or 100 less than a 3-digit number?</li><li>• How can you make a model to solve a problem about comparing numbers?</li><li>• How do you compare 3-digit numbers?</li></ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"><li>• I know that each group of 10 tens is equal to 1 hundred.</li><li>• I can write 3-digit numbers using groups of tens.</li><li>• I can use place value to show numbers up to 1,000.</li><li>• I can read and write 3-digit numbers in word form, with pictures, and base 10 blocks.</li><li>• I can use place value to find equal numbers.</li><li>• I can count on and find 10 more, 10 less, or 100 less than a number.</li><li>• I can solve problems by making a model. I can compare 3-digit numbers using the <math>&gt;</math>, <math>&lt;</math>, or <math>=</math> symbols.</li></ul>	<p>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundred, tens, and ones; e.g., 706 equals 7 hundred, 0 tens, and 6 ones. Understand the following as special cases:</p> <ol style="list-style-type: none"><li>a. 100 can be thought of as a bundle of ten tens-called a “hundred”.</li><li>b. The numbers from 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundred (and 0 tens and 0 ones).</li></ol> <p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>2.NBT.B.8 Mentally add 10 or 100 to a given numbers 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p>2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundred, tens and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>
<p><b>Benchmark Assessment(s)</b></p> <ul style="list-style-type: none"><li>➤ SWBAT complete practice test that requires them to demonstrate an understanding that 100 has the same value as 10 tens with 80% accuracy (PARCC test prep workbook pgs. 9-10). 2.NBT.A.1a</li><li>➤ SWBAT complete practice test that requires them to show that 100 refers to one hundred with 0 tens and 0 ones and that 100 ones can be shown and read as 10 tens. with 80% accuracy (PARCC test prep workbook pgs. 11-12) 2.NBT.A.1b</li><li>➤ SWBAT complete practice test that requires them to demonstrate an understanding of place value and properties of operations to add and subtract with 80% accuracy (PARCC test prep workbook pgs. 25-26) 2.NBT.B.8</li><li>➤ SWBAT complete practice test that requires them to demonstrate an understanding of place value using the <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> symbols to compare numbers with 80% accuracy (PARCC test prep workbook pgs. 17-18) 2.NBT.A.4</li></ul>		<p><b>Other Assessments</b></p> <ul style="list-style-type: none"><li>✓ Mid-Chapter Checkpoint (Ch. 2)</li><li>✓ Chapter 2 Test</li></ul> <p><b>Materials</b></p> <ul style="list-style-type: none"><li>• GoMath! Student Workbook (Ch. 2)</li><li>• GoMath! PARCC Workbook</li></ul>

# Second Grade: Math Curriculum

## SUGGESTED ACTIVITIES

- Grab and Go Activities Planning Guide pg. PG94-97
  - Activities: 5 and 18
  - Readers :
    - Dave and Boots
    - The Number Machine
    - Time to Take a Trip!
  - Games :
    - Fish for Digits!
    - Four in a Row
    - Climb the Steps
- Chapter 2 STEM Activities (On Think Central)
  - What's the Matter?
  - Explore the Backyard
  - Salt of the Earth
  - A Change of Pace
  - Rock Resources

### REINFORCEMENT

- Reteach worksheet pages (Chapter Resources Book)
- Personal Math Trainer (Think Central)
- Math On the Spot Videos
- Response to Intervention Activities (Think Central)
- ELL Activities
- Strategic Intervention Guide (Think Central)
- Intensive Intervention Guide (Think Central)

### ENRICHMENT

- Enrich worksheet pages (chapter resources book)
- STEM activities (Think Central)
- Mega Math (Think Central)
- iTools (Think Central)
- Advances Learners Activities
- Extend the Project Activities (Real World/Critical Area Project- In book & Think Central)

### Suggested Websites

- <http://www.firstinmath.com/>

### Suggested Materials

- GoMath! Manipulatives Set
- GoMath! Grab and Go Activity Center Materials

### Cross-Curricular Connections

#### **21<sup>st</sup> Century Skills**

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

#### **Technology**

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

#### **SEL**

**(Responsible Decision-Making)** Develop, implement and model effective problem solving and critical thinking skills.

#### **Language Arts**

W.2.8.: Recall information from experiences or gather information from provided sources to answer a question.

# Second Grade: Math Curriculum

Chapter 3: Basic Facts & Relationships	Time: November	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>• How can you use doubles facts to find sums for near doubles facts?</li><li>• What are some ways to remember sums?</li><li>• How is the make a ten strategy used to find sums?</li><li>• How do you add three numbers?</li><li>• How are addition and subtraction related?</li><li>• What are some ways to remember differences?</li><li>• How does getting to 10 in subtraction help when finding differences?</li><li>• How are bar models used to show addition and subtraction problems?</li><li>• How are number sentences used to show addition and subtraction situations?</li><li>• How can acting it out help when solving a problem about equal groups?</li><li>• How can you write an addition sentence for problems with equal groups?</li></ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"><li>• I can add numbers using doubles facts.</li><li>• I can remember basic addition and subtraction facts.</li><li>• I can add three numbers together.</li><li>• I can use a number line, bar models, “make ten” and “act it out” strategies to add and subtract numbers.</li><li>• I can write number sentences to show addition and subtraction.</li><li>• I can add numbers to find the number of objects in an array.</li></ul>	<p>2.OA.A.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.</p> <p>2.OA.B.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.</p>
<p><b>Benchmark Assessment(s)</b></p> <ul style="list-style-type: none"><li>➤ SWBAT complete a practice test that requires them to represent and solve problems involving addition and subtraction with 80% accuracy. (PARCC Test Prep workbook pages 1-2). 2.OA.A.1</li><li>➤ SWBAT complete a practice test that requires them to add and subtract within 20 with 80% accuracy. (PARCC Test Prep workbook pages 3-4). 2.OA.B.2</li></ul>		<p><b>Other Assessments</b></p> <ul style="list-style-type: none"><li>✓ Mid-Chapter Checkpoint (Ch. 3)</li><li>✓ Chapter 3 Test</li></ul> <p><b>Materials</b></p> <ul style="list-style-type: none"><li>• GoMath! Student Workbook (Ch. 3)</li><li>• GoMath! PARCC Workbook</li></ul>

# Second Grade: Math Curriculum

## SUGGESTED ACTIVITIES

- Real World Project: “A Bunch of Animals” (Review addition facts.) Student workbook pages 151-158 and Critical Area Projects pg. B3-B4 (can be found online on Think Central).
- Grab and Go Activities (Planning Guide pg. 95)
  - Activities: 1 and 3
  - Readers:
    - *Doubles Fun on the Farm*
    - *Benny, Bessie, and the Blueberries*
    - *Game Time*
  - Game: Four in a Row
- Chapter 3 STEM Activities (Think Central):
  - Turn Up the Heat
  - Ladybug Life
  - It’s in the Air!

### REINFORCEMENT

- Reteach worksheet pages (Chapter Resources Book)
- Personal Math Trainer (Think Central)
- Math On the Spot Videos
- Response to Intervention Activities (Think Central)
- ELL Activities
- Strategic Intervention Guide (Think Central)
- Intensive Intervention Guide (Think Central)

### ENRICHMENT

- Enrich worksheet pages (chapter resources book)
- STEM activities (Think Central)
- Mega Math (Think Central)
- iTools (Think Central)
- Advances Learners Activities
- Extend the Project Activities (Real World/Critical Area Project- In book & Think Central)

### Suggested Websites

- Addition and Subtraction Games  
[http://www.mathplayground.com/index\\_addition\\_subtraction.html](http://www.mathplayground.com/index_addition_subtraction.html)

### Suggested Materials

- GoMath! Manipulatives Set
- GoMath! Grab and Go Activity Center Materials

### Cross-Curricular Connections

#### **21<sup>st</sup> Century Skills**

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

#### **Technology**

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

#### **SEL**

**(Responsible Decision-Making)** Develop, implement and model effective problem solving and critical thinking skills.

#### **Language Arts**

*W.2.8.: Recall information from experiences or gather information from provided sources to answer a question.*

# Second Grade: Math Curriculum

Unit: Chapter 4 (2-Digit Addition)		Time: December	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• How does breaking apart a number make it easier to add?</li><li>• How can you make an addend a ten to help solve an addition problem?</li><li>• How do you break apart addends to add tens and then add ones?</li><li>• When do you regroup in addition?</li><li>• How do you record the steps when adding 2-digit numbers?</li><li>• What are two different ways to write addition problems?</li><li>• How can drawing a diagram help when solving addition problems?</li><li>• How do you write a number sentence to represent a problem?</li><li>• What are some ways to add 3 and 4 numbers?</li></ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• I can find the sum by taking ones from one addend to make the other a ten. This is called compensation.</li><li>• I can break apart numbers into tens and ones before adding them together.</li><li>• I can use models or draw pictures to help me show regrouping. I move ones to fill a ten frame.</li><li>• I can draw quick pictures to find the sum.</li><li>• I can draw quick pictures to tell if I need to regroup.</li><li>• I can add 2-digit addition with and without regrouping.</li><li>• I can rewrite an addition problem to make it easier to solve.</li><li>• I can draw a diagram to solve 2-digit addition problems.</li><li>• I can write a number sentence and use a square for the missing number.</li><li>• I can add 3 and 4 numbers in different ways.</li></ul>	<b>2.OA.A.1</b> 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.  <b>2.NBT.B.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  <b>2.NBT.B.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.  <b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations	
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"><li>➤ SWBAT complete practice test that requires them to use place-value understanding and properties of operations to add and subtract with 80% accuracy (PARCC test prep workbook pgs. 21-22) 2.NBT.B.6</li><li>➤ SWBAT complete practice test that requires them to use place-value understanding and properties of operations to add and subtract with 80% accuracy. (PARCC test prep workbook pgs. 27-28) 2.NBT.B.9</li></ul>		<b>Other Assessments</b> <ul style="list-style-type: none"><li>✓ Mid-Chapter Checkpoint (Ch. 4)</li><li>✓ Chapter 4 Test</li></ul>	
		<b>Materials</b> <ul style="list-style-type: none"><li>• GoMath! Student Workbook (Ch. 4)</li><li>• GoMath! PARCC Workbook</li></ul>	



# Second Grade: Math Curriculum

## SUGGESTED ACTIVITIES

- Grab and Go Activities Planning Guide pg. PG94-97
  - Activities: 9 and 11
  - Readers :
    - Nature's Numbers
    - Butterfly farms
  - Games :
    - 2-Digit Shuffle
    - Soccer Sums
- Chapter 4 STEM Activities (On Think Central)
  - People Power
  - Send in the Clouds
  - Where Does the Water Go?
  - Everyday Technology

### REINFORCEMENT

- Reteach worksheet pages (Chapter Resources Book)
- Personal Math Trainer (Think Central)
- Math On the Spot Videos
- Response to Intervention Activities (Think Central)
- ELL Activities
- Strategic Intervention Guide (Think Central)
- Intensive Intervention Guide (Think Central)

### ENRICHMENT

- Enrich worksheet pages (chapter resources book)
- STEM activities (Think Central)
- Mega Math (Think Central)
- iTools (Think Central)
- Advances Learners Activities
- Extend the Project Activities (Real World/Critical Area Project- In book & Think Central)

### Suggested Websites

- <http://www.firstinmath.com/>

### Suggested Materials

- GoMath! Manipulatives Set
- GoMath! Grab and Go Activity Center Materials

### Cross-Curricular Connections

#### **21<sup>st</sup> Century Skills**

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

#### **Technology**

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

#### **SEL**

**(Responsible Decision-Making)** Develop, implement and model effective problem solving and critical thinking skills.

#### **Language Arts**

W.2.8.: Recall information from experiences or gather information from provided sources to answer a question.



# Second Grade: Math Curriculum

Unit: Chapter 5 (2-Digit Subtraction)	Time: January	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>• How does breaking apart a number make subtracting easier?</li><li>• When do you regroup in subtraction?</li><li>• How do you record 2-digit subtraction?</li><li>• How do you record the steps when subtracting 2-digit numbers?</li><li>• What are two different ways to write subtraction problems?</li><li>• How can you use addition to solve subtraction problems?</li><li>• How can drawing a diagram help when solving subtraction problems?</li><li>• How do you write a number sentence to solve a problem?</li><li>• How do you decide what steps to do to solve a problem?</li></ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"><li>• I can break apart numbers to make 2-digit subtraction easier.</li><li>• I can regroup to subtract 2-digit numbers.</li><li>• I can draw a picture to show 2-digit subtraction.</li><li>• I can subtract 2-digit numbers without regrouping.</li><li>• I can rewrite subtraction problems to solve them.</li><li>• I can use addition to subtract numbers.</li><li>• I can solve a problem using 2-digit subtraction.</li><li>• I can use a symbol to show an unknown number.</li></ul>	<p><b>2.OA.A.1</b> 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.</p> <p><b>2.NBT.B.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
<p><b>Benchmark Assessment(s)</b></p> <ul style="list-style-type: none"><li>➤ SWBAT complete a practice test that requires them to use place value understanding and properties of addition and subtraction with 80% accuracy. (PARCC Test Prep workbook pages 19-20). 2.NBT.B.5</li></ul>		<p><b>Other Assessments</b></p> <ul style="list-style-type: none"><li>✓ Mid-Chapter Checkpoint (Ch. 5)</li><li>✓ Chapter 5 Test</li></ul> <p><b>Materials</b></p> <ul style="list-style-type: none"><li>➤ GoMath! Student Workbook (Ch. 5)</li><li>➤ GoMath! PARCC Workbook</li></ul>

# Second Grade: Math Curriculum

## SUGGESTED ACTIVITIES

- Grab and Go Activities (Planning Guide pg. 95)
  - Activities: 5, 13, and 15
  - Readers:
    - *Comic Books for Sale*
    - *Party Plans*
  - Game:
    - Subtraction Action
    - What is the Difference?
- Chapter 5 STEM Activities (Think Central):
  - Measure It!

### REINFORCEMENT

- Reteach worksheet pages (Chapter Resources Book)
- Personal Math Trainer (Think Central)
- Math On the Spot Videos
- Response to Intervention Activities (Think Central)
- ELL Activities
- Strategic Intervention Guide (Think Central)
- Intensive Intervention Guide (Think Central)

### ENRICHMENT

- Enrich worksheet pages (chapter resources book)
- STEM activities (Think Central)
- Mega Math (Think Central)
- iTools (Think Central)
- Advances Learners Activities
- Extend the Project Activities (Real World/Critical Area Project- In book & Think Central)

### Suggested Websites

- Balloon Pop Subtraction  
[http://www.abcya.com/subtraction\\_game.htm](http://www.abcya.com/subtraction_game.htm)

### Suggested Materials

- GoMath! Manipulatives Set
- GoMath! Grab and Go Activity Center Materials

### Cross-Curricular Connections

#### **21<sup>st</sup> Century Skills**

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

#### **Technology**

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

#### **SEL**

**(Responsible Decision-Making)** Develop, implement and model effective problem solving and critical thinking skills.

#### **Language Arts**

W.2.8.: Recall information from experiences or gather information from provided sources to answer a question.

# Second Grade: Math Curriculum

Unit: Chapter 6 (3-Digit Addition & Subtraction)	Time: February	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>• How do you draw quick pictures to show adding 3-digit numbers?</li><li>• How do you break apart addends to add hundreds, tens, and then ones?</li><li>• When do you regroup ones and tens in addition and subtraction?</li><li>• How can making a model help when solving subtraction problems?</li><li>• When do you regroup hundreds in subtraction?</li></ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"><li>• I can draw quick pictures to show how I add tougher 3-digit numbers.</li><li>• I can break apart numbers to add hundreds, then tens, and then ones.</li><li>• I can use base ten blocks to model how to find the sum and regroup in the hundreds and/or tens if I need to.</li><li>• I can solve 3-digit subtraction by making a model and regroup in the tens and/ or hundreds if I need to.</li></ul> <p>I can subtract when there is a zero in the number you start with.</p>	<p>2.NBT.B.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.</p>
<p><b>Benchmark Assessment(s)</b></p> <ul style="list-style-type: none"><li>➤ SWBAT use place value understanding and properties of operations to add and subtract with 80% accuracy (PARCC test prep workbook pgs. 23-24) 2.NBT.B.7</li></ul>	<p><b>Other Assessments</b></p> <ul style="list-style-type: none"><li>✓ Mid-Chapter Checkpoint (Ch. 6)</li><li>✓ Chapter 6 Test</li></ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"><li>• GoMath! Student Workbook (Ch. 6)</li><li>• GoMath! PARCC Workbook</li></ul>

# Second Grade: Math Curriculum

## SUGGESTED ACTIVITIES

- Grab and Go Activities (Planning Guide pg. 95)
  - Activities: 16 and 19
  - Readers:
    - *The If Game*
    - *The Bug Boys*
  - Game:
    - Around the World
- Chapter 6 STEM Activities (Think Central):
  - The Center of Attention
  - In Your Place
  - At the Beach

### REINFORCEMENT

- Reteach worksheet pages (Chapter Resources Book)
- Personal Math Trainer (Think Central)
- Math On the Spot Videos
- Response to Intervention Activities (Think Central)
- ELL Activities
- Strategic Intervention Guide (Think Central)
- Intensive Intervention Guide (Think Central)

### ENRICHMENT

- Enrich worksheet pages (chapter resources book)
- STEM activities (Think Central)
- Mega Math (Think Central)
- iTools (Think Central)
- Advances Learners Activities
- Extend the Project Activities (Real World/Critical Area Project- In book & Think Central)

### Suggested Websites

- <http://www.firstinmath.com/>

### Suggested Materials

- GoMath! Manipulatives Set
- GoMath! Grab and Go Activity Center Materials

### Cross-Curricular Connections

#### **21<sup>st</sup> Century Skills**

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

#### **Technology**

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

#### **SEL**

**(Responsible Decision-Making)** Develop, implement and model effective problem solving and critical thinking skills.

#### **Language Arts**

W.2.8.: Recall information from experiences or gather information from provided sources to answer a question.

# Second Grade: Math Curriculum

Unit: Chapter 7 (Money and Time)	Time: March	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>• How do you find the total value of a group of dimes, nickels, and pennies?</li><li>• How do you find the total value of a group of coins?</li><li>• How do you order coins to help find the total value of a group of coins?</li><li>• How do you choose coins to show a money amount in different ways?</li><li>• How can you show the value of one dollar with coins?</li><li>• How do you show money amounts greater than one dollar?</li><li>• How does acting it out help when solving problems about money?</li><li>• How do you tell time to the hour and half hour on a clock?</li><li>• How do you tell and show time to five minutes?</li><li>• What are the different ways you can read the time on a clock?</li><li>• How do you use A.M. and P.M. to describe times?</li></ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"><li>• I can add quarters, dimes, nickels, and pennies.</li><li>• I can put coins in order by amount.</li><li>• I can show an amount of money in more than one way.</li><li>• I can write money that is worth more than \$1.</li><li>• I can solve money word problems.</li><li>• I can tell time to the nearest five minutes.</li><li>• I can write the time using a.m. and p.m.</li></ul>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p> <p>2MD.C. 7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>
<p><b>Benchmark Assessment(s)</b></p> <ul style="list-style-type: none"><li>➤ SWBAT complete a practice test that requires them to read an analog clock to the nearest five minutes with 80% accuracy. (PARCC Test Prep workbook pages 43-44). 2.MD.C.8</li><li>➤ SWBAT complete a practice test that requires them count dollars and coins with 80% accuracy. (PARCC Test Prep workbook pages 41-42). 2.MD.C.7</li></ul>		<p><b>Other Assessments</b></p> <ul style="list-style-type: none"><li>✓ Mid-Chapter Checkpoint (Ch. 7)</li><li>✓ Chapter 7 Test</li></ul> <p><b>Materials</b></p> <ul style="list-style-type: none"><li>• GoMath! Student Workbook (Ch. 7)</li><li>• GoMath! PARCC Workbook</li></ul>

# Second Grade: Math Curriculum

## SUGGESTED ACTIVITIES

- Grab and Go Activities (Planning Guide pg. 96)
  - Activities: 6 and 8
  - Readers:
    - *Coin Trick*
    - *Time to Go Shopping*
    - *All the Time*
    - *Is it Time Yet?*
  - Game:
    - Tic Tac Total
    - Just in Time
- Chapter 7 STEM Activities (Think Central):
  - Let's Test It!
  - Why it Matters
  - Turn, Turn, Turn

### REINFORCEMENT

- Reteach worksheet pages (Chapter Resources Book)
- Personal Math Trainer (Think Central)
- Math On the Spot Videos
- Response to Intervention Activities (Think Central)
- ELL Activities
- Strategic Intervention Guide (Think Central)
- Intensive Intervention Guide (Think Central)

### ENRICHMENT

- Enrich worksheet pages (chapter resources book)
- STEM activities (Think Central)
- Mega Math (Think Central)
- iTools (Think Central)
- Advances Learners Activities
- Extend the Project Activities (Real World/Critical Area Project- In book & Think Central)

### Suggested Websites

- Money Bingo  
[http://www.abcya.com/money\\_bingo.htm](http://www.abcya.com/money_bingo.htm)
- Time Games  
<http://www.maths-games.org/time-games.html>

### Suggested Materials

- GoMath! Manipulatives Set
- GoMath! Grab and Go Activity Center Materials

### Cross-Curricular Connections

#### **21<sup>st</sup> Century Skills**

- 9.1.4.B.3 Explain why a budget is and why it is important.  
 9.1.4.B.5 Identify ways to earn and save.  
 9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.  
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

#### **Technology**

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

#### **SEL**

- (Responsible Decision-Making)** Develop, implement and model effective problem solving and critical thinking skills.

#### **Language Arts**

- W.2.8.: Recall information from experiences or gather information from provided sources to answer a question.

# Second Grade: Math Curriculum

<b>Unit: Chapter 8 (Length in Customary Units)</b>		<b>Time: April</b>	<b>Standards:</b>
<b>Essential Questions</b>	<b>Enduring Understandings</b>		2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD.A.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.A.3 Estimate lengths using units of inches, feet, centimeters, and meters. 2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawers (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. 2.MD.B.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.D.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.
<b>Benchmark Assessment(s)</b>		<b>Other Assessments</b>	
<ul style="list-style-type: none"><li>➤ SWBAT complete practice test that requires them to measure and estimate lengths in standard units with 80% accuracy (PARCC test prep workbook pgs. 29-30). 2.MD.A.1</li><li>➤ SWBAT complete practice test that requires them to measure and estimate lengths in standard units with 80% accuracy (PARCC test prep workbook pgs. 31-32). 2.MD.A.2</li><li>➤ SWBAT complete practice test that requires them to measure and estimate lengths in standard units with 80% accuracy (PARCC test prep workbook pgs. 33-34). 2.MD.A.3</li><li>➤ SWBAT complete practice test that requires them to represent and interpret data with 80% accuracy (PARCC test prep workbook pgs. 45-46). 2.MD.D.9</li></ul>		<ul style="list-style-type: none"><li>✓ Mid-Chapter Checkpoint (Ch. 8)</li><li>✓ Chapter 8 Test</li></ul>	
		<b>Materials</b>	
		<ul style="list-style-type: none"><li>• GoMath! Student Workbook (Ch. 8)</li><li>• GoMath! PARCC Workbook</li><li>• Centimeter Rulers and Cubes</li></ul>	



# Second Grade: Math Curriculum

## SUGGESTED ACTIVITIES

- Grab and Go Activities (Planning Guide pg. 97)
  - Activities: 17
  - Readers:
    - *Nature Walk*
    - *A Trip to the Pond*
  - Game:
    - How Long?
- Chapter 8 STEM Activities (Think Central):
  - Plan and Build
  - Let's Check Again!

### REINFORCEMENT

- Reteach worksheet pages (Chapter Resources Book)
- Personal Math Trainer (Think Central)
- Math On the Spot Videos
- Response to Intervention Activities (Think Central)
- ELL Activities
- Strategic Intervention Guide (Think Central)
- Intensive Intervention Guide (Think Central)

### ENRICHMENT

- Enrich worksheet pages (chapter resources book)
- STEM activities (Think Central)
- Mega Math (Think Central)
- iTools (Think Central)
- Advances Learners Activities
- Extend the Project Activities (Real World/Critical Area Project- In book & Think Central)

### Suggested Websites

- <http://www.firstinmath.com/>

### Suggested Materials

- GoMath! Manipulatives Set
- GoMath! Grab and Go Activity Center Materials

### Cross-Curricular Connections

#### 21<sup>st</sup> Century Skills

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

#### Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

#### SEL

*(Responsible Decision-Making) Develop, implement and model effective problem solving and critical thinking skills.*

#### Language Arts

*W.2.8.: Recall information from experiences or gather information from provided sources to answer a question.*

# Second Grade: Math Curriculum

Unit: Chapter 9 (Length in Metric Units)	Time: May	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• How do you use a centimeter model to measure the lengths of objects?</li><li>• How do you use known lengths to estimate unknown lengths?</li><li>• How do you use a centimeter ruler to measure lengths?</li><li>• How can drawing a diagram help when solving problems about lengths?</li><li>• How is measuring in meters different from measuring in centimeters?</li><li>• How do you estimate the lengths of objects in meters?</li><li>• How do you find the difference between the lengths of two objects?</li></ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• I can measure an object to the nearest centimeter.</li><li>• I can guess the length of an object in centimeters and meters.</li><li>• I can add and subtract lengths of objects.</li><li>• I can compare the length of two objects.</li></ul>	<p>2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>2.MD.A.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.</p> <p>2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>2.MD.B.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.</p> <p>2.MD.B.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.</p>
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"><li>➤ SWBAT complete a practice test that requires them to measure and compare the lengths of 2 objects with 80% accuracy. (PARCC Test Prep workbook pages 35-36). 2.MD.A.4</li><li>➤ SWBAT complete a practice test that requires them to relate addition and subtraction to length with 80% accuracy. (PARCC Test Prep workbook pages 37-38). 2.MD.B.5</li><li>➤ SWBAT complete a practice test that requires them to relate addition and subtraction to length with 80% accuracy. (PARCC Test Prep workbook pages 39-40). 2.MD.B.6</li></ul>		<b>Other Assessments</b> <ul style="list-style-type: none"><li>✓ Mid-Chapter Checkpoint (Ch. 9)</li><li>✓ Chapter 9 Test</li></ul> <b>Materials</b> <ul style="list-style-type: none"><li>• GoMath! Student Workbook (Ch. 9)</li><li>• GoMath! PARCC Workbook</li><li>• Centimeter Rulers and Cubes</li></ul>

# Second Grade: Math Curriculum

## SUGGESTED ACTIVITIES

- Real World Project: “Flying a Kite” (Use nonstandard units to measure length) Student workbook pages 455-462 and Critical Area Projects pg. B5-B6 (can be found online on Think Central).
- Grab and Go Activities (Planning Guide pg. 97)
  - Activities: 17
  - Readers:
    - Nature Walk
    - A Trip to the Pond
  - Game:
    - How Long?
- Chapter 9 STEM Activities (Think Central):
  - On the Move
  - Units to Know

### REINFORCEMENT

- Reteach worksheet pages (Chapter Resources Book)
- Personal Math Trainer (Think Central)
- Math On the Spot Videos
- Response to Intervention Activities (Think Central)
- ELL Activities
- Strategic Intervention Guide (Think Central)
- Intensive Intervention Guide (Think Central)

### ENRICHMENT

- Enrich worksheet pages (chapter resources book)
- STEM activities (Think Central)
- Mega Math (Think Central)
- iTools (Think Central)
- Advances Learners Activities
- Extend the Project Activities (Real World/Critical Area Project- In book & Think Central)

### Suggested Websites

- Measurement Games  
<http://www.onlinemathlearning.com/measurement-games.html>

### Suggested Materials

- GoMath! Manipulatives Set
- GoMath! Grab and Go Activity Center Materials

### Cross-Curricular Connections

#### **21<sup>st</sup> Century Skills**

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

#### **Technology**

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

#### **SEL**

**(Responsible Decision-Making)** Develop, implement and model effective problem solving and critical thinking skills.

#### **Language Arts**

W.2.8.: Recall information from experiences or gather information from provided sources to answer a question.

# Second Grade: Math Curriculum

Unit: Chapter 10 (Data)	Time: May	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>• How do you make a picture graph to show data from a tally chart?</li><li>• How is a bar graph used to show data and how does this help to solve problems about data?</li></ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"><li>• I can fill in a tally chart, picture graph, and bar graph to record data.</li><li>• I can use a tally chart to make a picture graph and bar graph to solve problems.</li></ul>	<p>2.MD.D.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.</p>
<p><b>Benchmark Assessment(s)</b></p> <ul style="list-style-type: none"><li>➤ SWBAT complete practice test that requires them to represent and interpret data with 80% accuracy (PARCC test prep workbook pgs. 47-48). 2.MD.D.10</li></ul>		<p><b>Other Assessments</b></p> <ul style="list-style-type: none"><li>✓ Mid-Chapter Checkpoint (Ch. 10)</li><li>✓ Chapter 10 Test</li></ul> <p><b>Materials</b></p> <ul style="list-style-type: none"><li>• GoMath! Student Workbook (Ch. 10)</li><li>• GoMath! PARCC Workbook</li></ul>

# Second Grade: Math Curriculum

## SUGGESTED ACTIVITIES

- Grab and Go Activities (Planning Guide pg. 97)
  - Activities: 2
  - Readers:
    - *Wow! Fluffo Can Eat!*
    - *What Do You Like?*
  - Game:
    - Race to Finish
- Chapter 10 STEM Activities (Think Central):
  - The Three Rs
  - Over the Moon
  - Flower Power
  - Plant Start-Ups

### REINFORCEMENT

- Reteach worksheet pages (Chapter Resources Book)
- Personal Math Trainer (Think Central)
- Math On the Spot Videos
- Response to Intervention Activities (Think Central)
- ELL Activities
- Strategic Intervention Guide (Think Central)
- Intensive Intervention Guide (Think Central)

### ENRICHMENT

- Enrich worksheet pages (chapter resources book)
- STEM activities (Think Central)
- Mega Math (Think Central)
- iTools (Think Central)
- Advances Learners Activities
- Extend the Project Activities (Real World/Critical Area Project- In book & Think Central)

### Suggested Websites

- <http://www.firstinmath.com/>

### Suggested Materials

- GoMath! Manipulatives Set
- GoMath! Grab and Go Activity Center Materials

### Cross-Curricular Connections

#### **21<sup>st</sup> Century Skills**

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

#### **Technology**

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

#### **SEL**

**(Responsible Decision-Making)** Develop, implement and model effective problem solving and critical thinking skills.

#### **Language Arts**

W.2.8.: Recall information from experiences or gather information from provided sources to answer a question.

# Second Grade: Math Curriculum

Unit: Chapter 11 (Geometry & Fraction Concepts)	Time: June	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>• What objects match three-dimensional shapes?</li><li>• How would you describe the faces of a rectangular prism and the faces of a cube?</li><li>• How can you build a rectangular prism?</li><li>• What shapes can you name just by knowing the number of sides and vertices?</li><li>• How do you find and count angles in two-dimensional shapes?</li><li>• How do you use the number of sides and angles to sort two-dimensional shapes?</li><li>• How do you find the total number of same-size squares that will cover a rectangle?</li><li>• What are halves, thirds, and fourths of a whole?</li><li>• How do you know if a shape shows halves, thirds, or fourths?</li><li>• How do you find a half of, a third of, or a fourth of a whole?</li><li>• How can drawing a diagram help when solving problems about equal shares?</li></ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"><li>• I can name and describe 2D and 3D shapes.</li><li>• I can name angles in 2D shapes.</li><li>• I can sort 2D shapes.</li><li>• I can break up rectangles into same size squares.</li><li>• I can name equal parts of shapes.</li><li>• I can break shapes into equal parts.</li><li>• I can say the name of a part of a shape.</li><li>• I can solve problems using shapes.</li></ul>	<p>2.G.A.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.</p> <p>2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, <i>etc.</i>, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape</p>
<p><b>Benchmark Assessment(s)</b></p> <ul style="list-style-type: none"><li>➤ SWBAT complete a practice test that requires them to reason with shapes and their attributes with 80% accuracy. (PARCC Test Prep workbook pages 49-50). 2.G.A.1</li><li>➤ SWBAT complete a practice test that requires them to break up rectangles into squares with 80% accuracy. (PARCC Test Prep workbook pages 51-52). 2.G.A.2</li><li>➤ SWBAT complete a practice test that requires them to divide shapes into equal parts with 80% accuracy. (PARCC Test Prep workbook pages 53-54). 2.G.A.3</li></ul>	<p><b>Other Assessments</b></p> <ul style="list-style-type: none"><li>✓ End-of-Year Test</li><li>✓ Mid-Chapter Checkpoint (Ch. 11)</li><li>✓ Chapter 11 Test</li></ul>	
		<p><b>Materials</b></p> <ul style="list-style-type: none"><li>• GoMath! Student Workbook (Ch. 11)</li><li>• GoMath! PARCC Workbook</li></ul>

# Second Grade: Math Curriculum

## SUGGESTED ACTIVITIES

- Real World Project: “At the Farm Stand” (Develop understanding of geometry concepts) Student workbook pages 693-700 and Critical Area Projects pg. B7-B8 (can be found online on Think Central).
- Grab and Go Activities (Planning Guide pg. 97)
  - Activities: 10, 12, and 20
  - Readers:
    - *Building a Mini-Park*
    - *Square Fair*
    - *Taking Shape*
  - Game:
    - Hidden Figures
- Chapter 11 STEM Activities (Think Central):
  - Attract Attention

### REINFORCEMENT

- Reteach worksheet pages (Chapter Resources Book)
- Personal Math Trainer (Think Central)
- Math On the Spot Videos
- Response to Intervention Activities (Think Central)
- ELL Activities
- Strategic Intervention Guide (Think Central)
- Intensive Intervention Guide (Think Central)

### ENRICHMENT

- Enrich worksheet pages (chapter resources book)
- STEM activities (Think Central)
- Mega Math (Think Central)
- iTools (Think Central)
- Advances Learners Activities
- Extend the Project Activities (Real World/Critical Area Project- In book & Think Central)

### Suggested Websites

- Fraction Games  
<http://www.maths-games.org/fraction-games.html>
- Shapes Games  
<http://pbskids.org/games/shapes/>

### Suggested Materials

- GoMath! Manipulatives Set
- GoMath! Grab and Go Activity Center Materials

### Cross-Curricular Connections

#### **21<sup>st</sup> Century Skills**

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

#### **Technology**

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

#### **SEL**

**(Responsible Decision-Making)** Develop, implement and model effective problem solving and critical thinking skills.

#### **Language Arts**

W.2.8.: Recall information from experiences or gather information from provided sources to answer a question.