2nd Grade Mathematics Curriculum Map 2023

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
August-September	**2.OA.2** Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. **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.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.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.	-Practice addition and subtraction facts -Use a variety of strategies to determine the sum or difference -Solve one step word problems to add within 100 -Solve one step word problems to subtract within 100 -Understand and apply strategies to relate addition to subtraction -Explain thinking through numbers, objects, pictures, or words. **Instructional Resources:** Big Ideas Textbook & Student Workbook **Teacher Technology** Actiview Promethean Board	**Formative Assessments:** Quizzes Classwork/Homework Teacher Observation Journal Responses Timed Facts Quiz **Summative Assessments:** Chapter Test **Benchmark Assessments:** BOY Benchmark Assessment LinkIt BOY Benchmark Accommodations and Modifications	**Interdisciplinary Standard** **RL.2.1:** Ask and answer questions about a trade book. *How Much Is That Guinea Pig in the Window* and *How Many Seeds in a Pumpkin?* **Technology Standard** 8.1.2.AP.4: Break down a task into a sequence of steps.

		Flipcharts MyMath Teacher Dashboard YouTube Videos Quizlet **Student Technology** Fun4theBrain Ipad Apps Kahoot IXL		
October	**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. **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. **2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s. **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value,	-Understand the difference between odd and even -Identify a number as odd or even by using different known strategies -Skip Counting to the 1,000s -Understand and write an equation to express an even number as a sum of two equal addends. -Identify and explore: arrays - Relate addition to arrays -Add up to four two-digit numbers	**Formative Assessments:** Quizzes Classwork Teacher Observation Journal Responses Homework Skip Counting Quiz **Summative Assessment:** Chapter Test Accommodations and Modifications	**Interdisciplinary Standard:** **Visual Arts 1.5.2.Cr1a:** Using objects and shapes, create a visual arts array. **Technology Standard:** 8.1.2.AP.4: Break down a task into a sequence of steps.

	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.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.	-Use a variety of addition and subtraction strategies to determine a sum/difference **Instructional Resources:** Big Ideas Textbook & Student Workbook **Teacher Technology** Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos **Student Technology** Fun4theBrain Ipad Apps Kahoot IXL		
November	**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. **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	-Review the steps to solving a one step word problem -Apply understanding of steps to solving two step word problems -Use mental math strategies to add 10 or 100 to a given number	**Formative Assessments:** Quizzes Classwork Teacher Observation Journal Responses Homework Word Problem Quiz **Summative Assessment:** Chapter Test Mental Math Interview (1-1)	**Interdisciplinary Standard:** **W.2.3**: Write a fictional narrative of a word problem using one and two steps. **Technology Standard:** 8.1.2.AP.4: Break down a task into a sequence of steps.

	drawings and equations with a symbol for the unknown number to represent the problem. **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.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. **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.	-Use mental math strategies to subtract 10 or 100 to a given number **Instructional Resources:** Big Ideas Textbook & Student Workbook **Teacher Technology** Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos Quizlet **Student Technology** Fun4theBrain Ipad Apps Kahoot IXL	Accommodations and Modifications	
December	**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. **2.NBT.1.a** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	-Review two digit place value -Understand and apply knowledge of: hundreds place -Write a number in expanded form	**Formative Assessments:** Quizzes Classwork Teacher Observation Journal Responses Homework Place Value Sort **Summative Assessments:**	**Interdisciplinary Standard:** RL 3.1 A Place for Zero read aloud. **Technology Standard:** 8.1.2.AP.4: Break down a task into a sequence of steps.

	a. 100 can be thought of as a bundle of ten tens — called a "hundred." **2.NBT.1.b** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 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 5s, 10s, and 100s. **2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	-Determine the place value of a provided digit -Identify the value of a provided digit -Understand that 100 is ten tens -Read and write numbers to 1000 **Instructional Resources:** Big Ideas Textbook & Student Workbook **Student Technology** Fun4theBrain Ipad Apps Kahoot **Teacher Technology** Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos Quizlet	Chapter Test "This is my Number" Project and presentation Accommodations and Modifications	
January	**2.OA.2** Fluently add and subtract within 20 using mental strategies. By end	-Use knowledge of place value to compare three digit numbers	**Formative Assessments:** Quizzes Classwork Teacher Observation	**Interdisciplinary Standard:**

of Grade 2, know from memory all sums of two one-digit numbers. **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 **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.	-Apply place value knowledge and mental math strategies to add and subtract with 1,000 -Provide at least two strategies used to find the sum or a difference. -Adding and subtracting three digit numbers **Instructional Resources:** Big Ideas Textbook & Student Workbook **Teacher Technology** Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos Quizlet **Student Technology** Fun4theBrain Ipad Apps Kahoot IXL	Journal Responses Homework Three Digit Quiz **Summative Assessments:** Chapter Test Comparing Numbers Accommodations and Modifications	RL 3.1 Sir Cumference and All the King's Tens read aloud and discussion **Technology Standard:** 8.1.2.AP.4: Break down a task into a sequence of steps.

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| February | **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.

2.MD.C7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.C8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. | -Review the parts of a clock

-Decipher between a.m. and p.m. activities

-Read and write time to the nearest 5 minutes

-Review the value of different coins

-Use addition and subtraction skills to add amounts of money (coins)

-Write monetary amount using symbols correctly

-Solve word problems involving money and time.

Instructional Resources: Big Ideas Textbook & Student Workbook

Teacher Technology Activeview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos Quizlet | **Formative Assessments:** Quizzes Classwork Teacher Observation Journal Responses Homework Telling Time Task Cards

Summative Assessments: Chapter Test Math Fact Timed Tests

Accommodations and Modifications | **Interdisciplinary Standard: W 2.1:** My Favorite Time of the Day: Opinion Paragraph (with supporting details)

Technology Standard: 8.1.2.AP.4: Break down a task into a sequence of steps. |

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		Student Technology Fun4theBrain Ipad Apps Kahoot		
March	**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. **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. **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.	-Define and discuss data -Understand the different types of graphs -Analyze and create graphs with single unit scale -Ask and answer questions on a provided graph -Identify and draw different shapes -Identify a shape's attributes including number of angles and equal sides -Create and describe your own shape **Instructional Resources:** Big Ideas Textbook & Student Workbook **Student Technology** Fun4theBrain	**Formative Assessments:** Quizzes Classwork Teacher Observation Journal Responses Homework Geometry Quiz **Summative Assessments:** Chapter Test Create Your Own Bar Graph Project and Presentation Accommodations and Modifications	**Interdisciplinary Standard: W.2.8:** Surveying peers to create a graph **Technology Standard** 8.1.2.AP.4: Break down a task into a sequence of steps.

		Ipad Apps Kahoot IXL **Teacher Technology** Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos Quizlet		
April	**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. **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	-Review shapes and their attributes -Partition a rectangle into equal rows and columns -Define: equal shares -Partition circles and rectangles into two, three, or four equal shares -Understand that two shapes might be equal even if different sizes -Compare equality of two provided shapes or pieces **Instructional Resources:**	**Formative Assessments:** Quizzes Classwork Teacher Observation Journal Responses Homework -Equal or Not? **Summative Assessments:** Chapter Test ShapeTown Project and Presentation Accommodations and Modifications	**Interdisciplinary Standard: Visual Arts 1.5.2.Cr1a:** Designing a Shape Town (with written explanation using equal shares) **Technology Standard** 8.1.2.AP.4: Break down a task into a sequence of steps.

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May-June	**2.OA.2** Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. **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;	-Define and discuss: measurement -Measurement tool exploration -Identify and use the appropriate tool to measure the length of an object -Estimate measurement lengths and check for accuracy. **Instructional Resources:**	**Formative Assessments:** Quizzes Classwork Teacher Observation Journal Responses Homework Measurement Quiz **Summative Assessments:** Chapter Test My Measurement Monster **Benchmark Assessments:**	**Interdisciplinary Standard: W. 3.2**: How to Measure Procedural Writing **Technology Standard** 8.1.2.AP.4: Break down a task into a sequence of steps.

	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.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. **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	Big Ideas Textbook & Student Workbook **Student Technology** Fun4theBrain Ipad Apps Kahoot IXL **Teacher Technology** Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos Quizlet	EOY Benchmark LinkIt Benchmark Accommodations and Modifications	

	the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.		

Alternative Assessments: Create a Word Problem Quiz for a friend with an Answer Key; Create a Gameboard
21st Century Standards: 9.2.4.A.4, 9.1.4.A.3
21st Century Skills: Critical Thinking, Creativity, Productivity
Career Ready Practices: CRP4, CRP 11