

Grade 2 Math Year at a Glance (2019 - 2020)

In grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

The purpose of this document is to give a general overview of topics, standards, time intervals and assessments for the year. Please reference the curriculum maps for details on implementation of each unit.

Note that the chapter on Mental Math has been removed. This unit should be replaced with time spent throughout the year on [Number Talks and estimation tasks](#), as well as activities that prepare students for rounding numbers in grade 3. **The standards for mental math (2.OA.B.2 [fluently add / subtract w/in 20] and 2.NBT.B.8 [mentally add 10 or 100] will be met through Number Talks.**

Each unit has been extended by a few days that should be used throughout the unit for reteaching and extending as needed, as well as Number Talks and estimation tasks.

It is recommended that teachers use classroom routines / games to teach time and money throughout the year, otherwise it is not taught until June. The department believes that both time and money are best taught over the course of the year.

<u>Unit</u>	<u>Dates</u>	<u>Days</u>	<u>MIF Chapter # and Title</u>	<u>Includes Critical Areas</u>	<u>Standards: Number; phrase</u>	<u>Assessment</u>
Optional: Week of Inspirational Math 3	9/3 - 9/10	5 days	Week of Inspirational Math 3 , Grades 1-2		These activities and conversations are designed to introduce students to a positive math community, and to help students develop a positive attitude toward math and their own abilities.	

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Unit 1 Ch. 1 & 2 9/11-10/30	9/11-10/2	13 days	Ch. 1: Numbers to 1,000	Yes	2.NBT.A.1 : Understand hundreds, tens, and ones 2.NBT.A.1.a 100 can be thought of as a bundle of ten tens. 2.NBT.A.1.b the numbers 100, 200..refer to one and two hundreds 2.NBT.A.3 : Read and write numbers to 1,000 2.NBT.A.4 : Compare three digit-numbers 2.MD.B.6 : Represent numbers as lengths on number line	<u>9/3 - 10/18</u> : FAST Screener- aMath (<i>all students</i>)
	10/3-10/30	15 days	Ch. 2: Addition Up to 1,000	Yes	2.NBT.B.5 : Fluently add and subtract within 100 2.NBT.B.6 : Add up to four two-digit numbers. 2.NBT.B.7 : Add and subtract within 1,000 2.NBT.B.9 : Explain why addition and subtraction strategies work. 2.MD.B.6 : Represent numbers as lengths on number line	
Unit 2 Ch. 3 & 4 10/31 - 12/20	10/31-11/26	14 days	Ch. 3: Subtraction Up to 1,000	Yes	2.NBT.B.5 : Fluently add and subtract within 100 using strategies based on place value 2.NBT.B.6 : Add up to four 2-digit numbers 2.NBT.B.7 : Add and subtract within 1,000 2.NBT.B.9 : Explain why addition and subtraction strategies work 2.MD.B.6 : Represent numbers as lengths on number line	
	12/2 - 12/20	15 days	Ch. 4: Bar Models - Addition and Subtraction	Yes	2.OA.A.1 : Use addition and subtraction to solve one- and two-step word problems. 2.NBT.B.5 : Fluently add and subtract within 100 2.NBT.B.6 : Add up to four 2-digit numbers 2.NBT.B.7 : Add and subtract within 1,000 2.NBT.B.9 : Explain why addition and subtraction strategies work 2.MD.B.6 : Represent numbers as lengths on number line	
	1/2 - 1/17	10 days	Ch. 5: Multiplication and Division	No	2.OA.C.3 : Determine odd and even 2.OA.C.4 : Add to find totals in arrays 2.NBT.A.2 : Count and skip count within 1,000	<u>By 12/20</u> : Common

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<p>Unit 3 Ch. 5 & 6 1/2 - 1/17</p>			<p>Ch. 6: Multiplication Tables 2, 5, 10</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>Interim Assessment <u>1/2 - 1/24</u>: FAST Screener-aMath (OPTIONAL)</p>
<p>Unit 4 Ch. 7 & 13 1/21 - 3/4</p>	<p>1/21 - 2/7</p>	<p>11 days</p>	<p>Ch. 7: Metric Measurement of Length</p>	<p>Yes</p>	<p>2.MD.A.1: Measure length 2.MD.A.3: Estimate length 2.MD.A.4: Compare length 2.MD.B.5: Solve measurement word problems within 100 2.MD.B.6: Represent numbers as lengths on number line</p>	
	<p>2/10 - 3/4</p>	<p>11 days</p>	<p>Ch. 13: Customary Measurement of Length</p>	<p>Yes</p>	<p>2.MD.A.1: Measure length 2.MD.A.2: Measure the length of an object twice, using length units of different lengths 2.MD.A.3: Estimate length 2.MD.A.4: Compare length 2.MD.B.5: Solve measurement word problems within 100 2.MD.B.6: Represent numbers as lengths on number line</p>	
<p>Unit 5 Ch. 11, 18, & 19 3/5 - 4/14</p>	<p>3/5 - 3/25</p>	<p>12 days</p>	<p>Ch. 18: Lines and Surfaces Ch. 19: Shapes and Patterns</p>	<p>Yes</p>	<p>2.G.A.1: Recognize and draw shapes having specified attributes</p>	<p><u>By 3/27</u>: Common Interim Assessment</p>
	<p>3/26 - 4/14</p>	<p>10 days</p>	<p>Ch. 11: Money</p>	<p>No</p>	<p>2.MD.C.8: Solve word problems involving money, using appropriate symbols</p>	
	<p>4/15 - 5/5</p>	<p>8</p>	<p>Ch. 12: Fractions</p>	<p>No</p>	<p>2.G.A.3: Partition circles and rectangles into equal shares</p>	

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Unit 6 Ch 12, 14 and 17 4/15 - 6/1		days				5/18 - 6/5: FAST Screener- aMath (<i>OPTIONAL</i>)
	5/6 - 5/14	5 days	Ch. 14: Time	No	2.MD.C.7 : Tell and write time to nearest five minutes MA.2MD.C.7a: Know relationships of time: seconds, minutes, hours, days, weeks, months, year	
	5/15 - 6/1	9 days	Ch. 17: Graphs and Line Plots	No	2.MD.D.9 : Generate measurement data and show measurements by making a line plot 2.MD.D.10 : Draw a picture graph and a bar graph to represent a data set	
	6/2 - 6/16				Cumulative Review	