

Second Grade

Quarter 1

Month: August, September, October

Domain(s):

- Operations and Algebraic Thinking
- Number and Operations in Base Ten

Cluster(s):

- Represent and solve problems involving addition and subtraction.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Standard(s):

2.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

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 2's; 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.1: 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:

- a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
- b. 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.

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.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.

Targeted Skills:

- Relate addition and subtraction
- Use 10 to add and subtract 7,8,9
- Use fact families to add and subtract
- Understand place value to 200
- Compare value and order numbers to 1000
- Skip count by 2,5 and 10 up to 1000
- Understand even and odd numbers
- Add facts up to 20
- Add 3 1- digit numbers
- Subtraction facts up to 20
- Regrouping to the tens
- Compose or decompose numbers when regrouping

- Addition with sums to 20
- Addition with sums greater than 20

Key Vocabulary:

skip counting	counting patterns	sum	difference	in all	add
addends	number line	odd number	even number	count on	
subtract	difference	counting back	related facts	regroup	
ones place	tens place				

Second Grade Quarter 2

Month: October, November, December

Domain(s):

- Operations and Algebraic Thinking
- Number and Operations in Base Ten

Cluster(s):

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Add and subtract within 20.

Standard(s):

2.NBT.4: Compare two three digit numbers based on meaning of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

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.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.

Targeted Skills:

- Regrouping to the tens
- Compose or decompose numbers when regrouping
- Addition with sums to 20
- Addition with sums greater than 20
- Add and Subtract tens
- Counting tens and ones to add
- Deciding when to regroup with addition and subtraction
- Adding a 1- digit number to a 2-digit number
- Use place value to rewrite a number sentence in vertical form
- Solve 2 digit addition problems with regrouping
- Estimate differences and sums
- Compare numbers as greater than, equal to, or less than
- Add 3- addends
- Counting back tens and ones
- Subtract 2-digit numbers, with or without regrouping
- Subtracting 1- digit numbers from 2- digit numbers.
- Check subtraction using mental math

Key Vocabulary:

regroup ones place tens place check your work place value, digit compare, less than greater than
equal to

Second Grade Quarter 3

Month: December, January, February, March

Domain(s):

- Number and Operations in Base Ten
- Operations and Algebraic Thinking
- Measurement and Data

Cluster(s):

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Add and subtract within 20.
- Work with time and money

Standard(s):

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

2.NTB.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.NTB.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.NTB.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.

2.MD.7: Tell and write time from analog and digital clocks to the nearest five minutes, using A.M and P.M

2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

Targeted Skills:

- Counting back tens and ones
- Subtract 2-digit numbers, with or without regrouping
- Subtracting 1- digit numbers from 2- digit numbers.
- Check subtraction using mental math
- Identify coins and their values
- Find the value of a set of coins
- Create groups of coins with equal value
- Identify a dollar and its value
- Count and write amounts of money using dollars and cents
- Compare the value of mixed groups of dollar bills and coins
- Make change
- Problem solve using coins
- Tell time to the hour
- Tell time to the half hour
- Tell time to the quarter hour
- Tell time in five min. increments
- Tell time before and after the hour
- Distinguish the difference between AM and PM
- Measure elapsed time
- Read a calendar

Key Vocabulary:

count back	regroup	penny	nickel	dime	count on	skip-count	place value
quarter	half dollar	fewest	dollar sign	cent sign	decimal point	dollar	compare
minute	hour	half hour	hour hand	minute hand		quarter hour	year
quarter hour	A.M/P.M	calendar	month	week	year	minute	day week

Second Grade Quarter 4

Month: March, April, May, June

Domain(s):

- Measurement and Data
- Relate addition and subtraction to length
- Geometry

Cluster(s):

- Work with time and money.
- Represent and interpret data.
- Reason with shapes and their attributes.
- Relate addition and subtraction to length

Standard(s):

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.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.7: Tell and write time from analog and digital clocks to the nearest five minutes, using A.M and P.M

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. She 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.

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.

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*, ect. and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Targeted Skills:

- Tell time to the hour
- Tell time to the half hour
- Tell time to the quarter hour
- Tell time in five min. increments
- Tell time before and after the hour
- Distinguish the difference between AM and PM
- Measure elapsed time
- Read a calendar
- Picture and Bar graphs
- Surveys
- Line plots

- Measure length in customary and metric units (inches, feet, yards)
- Problem solving
- Estimate and measure capacity and weight in customary and metric units
- Read temperature
- Identify 3 dimensional figures and their attributes
- Identify 2 dimensional shapes and their attributes
- Identify and translate shape patterns
- Identify congruent and symmetrical shapes
- Identify slides, flips, and turns
- Find the perimeter and area of a shape

Key Vocabulary:

minute	hour	half hour	hour hand	minute hand	quarter hour	quarter hour
A.M./P.M	calendar	month	week	year	minute	day
week	year	measure	estimate	inch (in.)	length	foot (ft.)
yard (yd)	centimeter (cm)		meter (m)	inches	foot	ruler
capacity	fluid ounce (fl oz)		cup	pint (pt)	quart (qt)	gallon (gal)
ounce (oz)	pound (lb)	liter (L)	milliliter (mL)	gram (g)	kilogram (kg)	temperature
degrees	Fahrenheit	Celsius	length	weight	temperature	face
edge	vertex	cube	sphere	cylinder	cone	pyramid
rectangular prism		side	angle	triangle	circle	pentagon
quadrilateral	square	rectangle	parallelogram	trapezoid	hexagon	unit
2-dimensional (2-D)		3-dimensional (3-D)		congruent	line of symmetry	slide
flip	turn	perimeter	area			