

EDITABLE

2<sup>nd</sup> grade

YEAR-LONG

PACING GUIDE

math

# 2<sup>nd</sup> grade overview

## Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

## Number and Operations in Base Ten

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

## Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

## Geometry

- Reason with shapes and their attributes.

# Domain Overview

Domain	Standard	CCSS	Skill(s)	Pacing
Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction	2.OA.A.1	<ul style="list-style-type: none"> <li>Solve one- and two- step word problems using addition and subtraction within 100.</li> <li>Use different strategies (drawings, equations) with unknowns in all positions</li> </ul>	33 days 7 flex days
	Add and Subtract within 20	2.OA.B.2	<ul style="list-style-type: none"> <li>Fluently add and subtract within 20 using mental strategies</li> <li>Mastery of all sums of two one-digit numbers by end of year</li> </ul>	
	Work with equal groups of objects to gain foundations for multiplication	2.OA.C.3 2.OA.C.4	<ul style="list-style-type: none"> <li>Determine even/odd for groups up to 20</li> <li>Write equation for even numbers (doubles)</li> <li>Use addition to find total of an array with up to 5 rows and 5 columns</li> <li>Write an equation to express the total as a sum of equal addends (example: <math>5+5+5=15</math>)</li> </ul>	

# Domain Overview

Domain	Standard	CCSS	Skill(s)	Pacing
Numbers and Operations in Base 10	Understand place value	2.NBT.A.1 2.NBT.A.1.A 2.NBT.A.1.B 2.NBT.A.2 2.NBT.A.3 2.NBT.A.4	<ul style="list-style-type: none"> <li>Recognize the value of the digits in a three-digit number represent amounts of hundreds, tens, and ones</li> <li>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).</li> <li>Count within 1000; skip-count by 5s, 10s, and 100s.</li> <li>Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form.</li> <li>Compare two three-digit numbers using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> </ul>	50 days
	Use place value understanding and properties of operations to add and subtract	2.NBT.B.5 2.NBT.B.6 2.NBT.B.7 2.NBT.B.8 2.NBT.B.9	<ul style="list-style-type: none"> <li>Fluently add and subtract within 100</li> <li>Add up to four two-digit numbers</li> <li>Add and subtract within 1000</li> <li>Adding and subtracting three-digit numbers, composing or decomposing tens or hundreds as needed.</li> <li>Mentally add and subtract 10 or 100 to a given number 100-900</li> <li>Explain why addition and subtraction strategies work, using place value and the properties of operations using drawings or objects</li> </ul>	

# Domain Overview

Domain	Standard	CCSS	Skill(s)	Pacing
Measurement & Data	Measure and estimate lengths in standard units	2.MD.A.1 2.MD.A.2 2.MD.A.3 2.MD.A.4	<ul style="list-style-type: none"> <li>Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</li> <li>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.</li> <li>Estimate lengths using units of inches, feet, centimeters, and meters.</li> <li>Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard-length unit.</li> </ul>	19 days 4 flex days
	Relate addition and subtraction to length	2.MD.B.5 2.MD.B.6	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	

# Domain Overview

Domain	Standard	CCSS	Skill(s)	Pacing
Measurement & Data	Work with time and money	2.MD.C.7 2.MD.C.8	<ul style="list-style-type: none"><li>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</li><li>Solve word problems involving 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?</li></ul>	15 days 2 flex days
	Represent and interpret data	2.MD.D.9 2.MD.D.10	<ul style="list-style-type: none"><li>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.</li><li>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.</li></ul>	9 days 1 flex day

# Domain Overview

Domain	Standard	CCSS	Skill(s)	Pacing
Geometry	Reason with shapes and their attributes	2.G.A.1 2.G.A.2 2.G.A.3	<ul style="list-style-type: none"><li>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</li><li>Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</li><li>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.</li></ul>	14 days 1 flex day

# Yearly Overview

Domain	Pacing (days)
Operations and Algebraic Thinking	33
Numbers and Operations in Base 10	50
Measurement and Data	43
Geometry	14
Flex days	15
Flex weeks (5)	25
Total	180



# Weeks 1-4

Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
1	First week of school activities			
2	Operations and Algebraic Thinking	Fluently add and subtract within 20. CCSS.Math.Content.2.OA.B.2	5 days	Basic addition strategies: fact families, +0, +1, addends that equal 10, doubles and near doubles
3		Fluently add and subtract within 20. CCSS.Math.Content.2.OA.B.2	5 days	Basic subtraction strategies: fact families, -0, -1, addends that equal 10, using doubles and near doubles to subtract
4		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. CCSS.Math.Content.2.OA.A.1	3 days 2 flex days	Solve addition and subtraction word problems (one step, numbers up to 20)

# Weeks 5-8

Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
5	Operations and Algebraic Thinking	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. CCSS.Math.Content.2.OA.C.3	5 days	Strategies for determining whether a group of objects up to 20 is even or odd
6	Numbers and Operations in Base 10	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: CCSS.Math.Content.2.NBT.A.1	5 days	Identify each value of a digit in a 3-digit number, represent numbers by hundreds, tens and ones
		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).		
7		Count within 1000; skip-count by 5s, 10s, and 100s. CCSS.Math.Content.2.NBT.2	5 days	Skip count within 100
8		Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. CCSS.Math.Content.2.NBT.A.3	5 days	Read and write names for numbers up to 1,000: base-10 form, number words, expanded form

# Weeks 9-12

Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
9	Numbers and Operations in Base 10	Count within 1000; skip-count by 5s, 10s, and 100s. CCSS.Math.Content.2.NBT.2	5 days	Skip count within 1,000
10		Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons. CCSS.Math.Content.2.NBT.A.4	3 days	Compare and order 3-digit numbers
		Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. CCSS.Math.Content.2.NBT.B.8	2 days	Mentally add and subtract 10 and 100 from 2- and 3-digit numbers
11	Operations and Algebraic Thinking	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. CCSS.Math.Content.2.OA.A.1	3 days 2 flex days	Solve word problems involving comparing numbers and place value with unknowns in all place value positions and writing forms of different numbers
12	Flex Week			

# Weeks 13-16

Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
13 & 14	Numbers and Operations in Base 10	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. CCSS.Math.Content.2.NBT.B.5	2 days	Add 2-digit numbers without regrouping
			5 days	Add 2-digit numbers with regrouping
		Add up to four two-digit numbers using strategies based on place value and properties of operations. CCSS.Math.Content.2.NBT.B.6	3 days	Add up to four 2-digit numbers
15 & 16	Operations and Algebraic Thinking	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. CCSS.Math.Content.2.OA.A.1	2 days	2-digit addition problem solving: one and two-steps
	Numbers and Operations in Base 10	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. CCSS.Math.Content.2.NBT.B.7	5 days	Add 3-digit numbers with and without regrouping
	Operations and Algebraic Thinking	CCSS.Math.Content.2.OA.A.1	2 days 1 flex day	3-digit addition problem solving: one and two-steps

# Weeks 17-20

Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
17 & 18	Measurement and Data	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. CCSS.Math.Content.2.MD.C.7	7 days	Tell time to the nearest 5 minutes on digital and analog clocks, A.M. & P.M.
	Measurement and Data	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. CCSS.Math.Content.2.MD.B.6	3 days	Create number lines (within 100) to solve addition and subtraction problems.
19		Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. CCSS.Math.Content.2.NBT.B.5	5 days	Subtract 2-digit numbers with and without regrouping
20	Numbers and Operations in Base 10	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. CCSS.Math.Content.2.NBT.B.7	5 days	Subtract 3-digit numbers with and without regrouping

# Weeks 21-24

Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
21	Operations and Algebraic Thinking	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. CCSS.Math.Content.2.OA.A.1	5 days	Solve 2- and 3-digit subtraction word problems with and without regrouping; one and two-steps
22 & 23	Measurement and Data	Solve word problems involving 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? CCSS.Math.Content.2.MD.C.8	8 days 2 flex days	Identify coins and their values. Solve word problems with only dollars or only cents (no decimals). Identify equivalent coin values (ex. 5 nickels = 1 quarter)
24	Flex Week			

# Weeks 25-28

Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
25 - 28	Measurement and Data	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. CCSS.Math.Content.2.MD.A.1	5 days	Measure objects in inches, feet, centimeters and meters. Choose objects, identify the appropriate measurement tool and unit, then measure the object.
		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. CCSS.Math.Content.2.MD.A.2	3 days	Measure an object using two different units.
		Estimate lengths using units of inches, feet, centimeters, and meters. CCSS.Math.Content.2.MD.A.3	3 days	Make estimates based on benchmark units (ex. look at ruler to see an inch, then estimate the length of an item in inches)
		Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard-length unit. CCSS.Math.Content.2.MD.A.4	3 days	Determine the difference in length between two objects.
		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. CCSS.Math.Content.2.MD.B.5	2 days  4 flex days	Apply the concept of length to solve addition and subtraction word problems within 100 using units of measurement.



# Weeks 29-32

Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
29	Measurement and Data	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. CCSS.Math.Content.2.MD.D.9	4 days 1 flex day	Represent the length of several objects by making a line plot. Measurements should round to the nearest whole unit.
30	Measurement and Data	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. CCSS.Math.Content.2.MD.D.10	5 days	Collect data, draw and analyze picture and bar graphs with up to 4 categories
31	Geometry	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. CCSS.Math.Content.2.G.A.1	4 days 1 flex day	Identify and draw 2D shapes and their attributes.
32		Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. CCSS.Math.Content.2.G.A.2	5 days	Divide rectangles into equal squares and determine the total number.
	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. CCSS.Math.Content.2.G.A.3			Divide circles and rectangles into 2, 3 or 4 equal shares. Describe using vocabulary terms (halves, thirds...)



# Weeks 33-36

Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
33	Geometry	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. CCSS.Math.Content.2.G.A.1	5 days	Identify attributes of 3D shapes
34	Operations and Algebraic Thinking	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. CCSS.Math.Content.2.OA.C.4	3 days 2 flex days	Draw arrays up to 5 rows/columns and write an equation to represent Intro to multiplication
35	Flex week: review, reteach, assess			
36	Last week of school activities			

*Black & White*

# 2<sup>nd</sup> grade overview

## Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

## Number and Operations in Base Ten

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

## Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

## Geometry

- Reason with shapes and their attributes.

# Domain Overview

Domain	Standard	CCSS	Skill(s)	Pacing
Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction	2.OA.A.1	<ul style="list-style-type: none"> <li>Solve one- and two- step word problems using addition and subtraction within 100.</li> <li>Use different strategies (drawings, equations) with unknowns in all positions</li> </ul>	33 days 7 flex days
	Add and Subtract within 20	2.OA.B.2	<ul style="list-style-type: none"> <li>Fluently add and subtract within 20 using mental strategies</li> <li>Mastery of all sums of two one-digit numbers by end of year</li> </ul>	
	Work with equal groups of objects to gain foundations for multiplication	2.OA.C.3 2.OA.C.4	<ul style="list-style-type: none"> <li>Determine even/odd for groups up to 20</li> <li>Write equation for even numbers (doubles)</li> <li>Use addition to find total of an array with up to 5 rows and 5 columns</li> <li>Write an equation to express the total as a sum of equal addends (example: <math>5+5+5=15</math>)</li> </ul>	

# Domain Overview

Domain	Standard	CCSS	Skill(s)	Pacing
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Numbers and Operations in Base 10</p>	<p>Understand place value</p>	<p>2.NBT.A.1 2.NBT.A.1.A 2.NBT.A.1.B 2.NBT.A.2 2.NBT.A.3 2.NBT.A.4</p>	<ul style="list-style-type: none"> <li>Recognize the value of the digits in a three-digit number represent amounts of hundreds, tens, and ones</li> <li>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).</li> <li>Count within 1000; skip-count by 5s, 10s, and 100s.</li> <li>Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form.</li> <li>Compare two three-digit numbers using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> </ul>	<p>50 days</p>
	<p>Use place value understanding and properties of operations to add and subtract</p>	<p>2.NBT.B.5 2.NBT.B.6 2.NBT.B.7 2.NBT.B.8 2.NBT.B.9</p>	<ul style="list-style-type: none"> <li>Fluently add and subtract within 100</li> <li>Add up to four two-digit numbers</li> <li>Add and subtract within 1000</li> <li>Adding and subtracting three-digit numbers, composing or decomposing tens or hundreds as needed.</li> <li>Mentally add and subtract 10 or 100 to a given number 100-900</li> <li>Explain why addition and subtraction strategies work, using place value and the properties of operations using drawings or objects</li> </ul>	

# Domain Overview

Domain	Standard	CCSS	Skill(s)	Pacing
Measurement & Data	Measure and estimate lengths in standard units	2.MD.A.1 2.MD.A.2 2.MD.A.3 2.MD.A.4	<ul style="list-style-type: none"> <li>• Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</li> <li>• 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.</li> <li>• Estimate lengths using units of inches, feet, centimeters, and meters.</li> <li>• Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard-length unit.</li> </ul>	19 days 4 flex days
	Relate addition and subtraction to length	2.MD.B.5 2.MD.B.6	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	

# Domain Overview

Domain	Standard	CCSS	Skill(s)	Pacing
Measurement & Data	Work with time and money	2.MD.C.7 2.MD.C.8	<ul style="list-style-type: none"><li>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</li><li>Solve word problems involving 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?</li></ul>	15 days 2 flex days
	Represent and interpret data	2.MD.D.9 2.MD.D.10	<ul style="list-style-type: none"><li>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.</li><li>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.</li></ul>	9 days 1 flex day

# Domain Overview

Domain	Standard	CCSS	Skill(s)	Pacing
Geometry	Reason with shapes and their attributes	2.G.A.1 2.G.A.2 2.G.A.3	<ul style="list-style-type: none"><li>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</li><li>Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</li><li>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.</li></ul>	14 days 1 flex day



# Yearly Overview

Domain	Pacing (days)
Operations and Algebraic Thinking	33
Numbers and Operations in Base 10	50
Measurement and Data	43
Geometry	14
Flex days	15
Flex weeks (5)	25
Total	180

# Weeks 1-4

Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
1	First week of school activities			
2	Operations and Algebraic Thinking	Fluently add and subtract within 20. CCSS.Math.Content.2.OA.B.2	5 days	Basic addition strategies: fact families, +0, +1, addends that equal 10, doubles and near doubles
3		Fluently add and subtract within 20. CCSS.Math.Content.2.OA.B.2	5 days	Basic subtraction strategies: fact families, -0, -1, addends that equal 10, using doubles and near doubles to subtract
4		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. CCSS.Math.Content.2.OA.A.1	3 days 2 flex days	Solve addition and subtraction word problems (one step, numbers up to 20)

# Weeks 5-8

Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
5	Operations and Algebraic Thinking	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. CCSS.Math.Content.2.OA.C.3	5 days	Strategies for determining whether a group of objects up to 20 is even or odd
6	Numbers and Operations in Base 10	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: CCSS.Math.Content.2.NBT.A.1	5 days	Identify each value of a digit in a 3-digit number, represent numbers by hundreds, tens and ones
		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).		
7		Count within 1000; skip-count by 5s, 10s, and 100s. CCSS.Math.Content.2.NBT.2	5 days	Skip count within 100
8		Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. CCSS.Math.Content.2.NBT.A.3	5 days	Read and write names for numbers up to 1,000: base-10 form, number words, expanded form

# Weeks 9-12

Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
9	Numbers and Operations in Base 10	Count within 1000; skip-count by 5s, 10s, and 100s. CCSS.Math.Content.2.NBT.2	5 days	Skip count within 1,000
10		Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons. CCSS.Math.Content.2.NBT.A.4	3 days	Compare and order 3-digit numbers
		Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. CCSS.Math.Content.2.NBT.B.8	2 days	Mentally add and subtract 10 and 100 from 2- and 3-digit numbers
11	Operations and Algebraic Thinking	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. CCSS.Math.Content.2.OA.A.1	3 days 2 flex days	Solve word problems involving comparing numbers and place value with unknowns in all place value positions and writing forms of different numbers
12	Flex Week			

# Weeks 13-16

Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
13 & 14	Numbers and Operations in Base 10	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. CCSS.Math.Content.2.NBT.B.5	2 days	Add 2-digit numbers without regrouping
			5 days	Add 2-digit numbers with regrouping
		Add up to four two-digit numbers using strategies based on place value and properties of operations. CCSS.Math.Content.2.NBT.B.6	3 days	Add up to four 2-digit numbers
15 & 16	Operations and Algebraic Thinking	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. CCSS.Math.Content.2.OA.A.1	2 days	2-digit addition problem solving: one and two-steps
	Numbers and Operations in Base 10	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. CCSS.Math.Content.2.NBT.B.7	5 days	Add 3-digit numbers with and without regrouping
	Operations and Algebraic Thinking	CCSS.Math.Content.2.OA.A.1	2 days 1 flex day	3-digit addition problem solving: one and two-steps

# Weeks 17-20

# Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
17 & 18	Measurement and Data	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. CCSS.Math.Content.2.MD.C.7	7 days	Tell time to the nearest 5 minutes on digital and analog clocks, A.M. & P.M.
	Measurement and Data	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. CCSS.Math.Content.2.MD.B.6	3 days	Create number lines (within 100) to solve addition and subtraction problems.
19	Numbers and Operations in Base 10	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. CCSS.Math.Content.2.NBT.B.5	5 days	Subtract 2-digit numbers with and without regrouping
20		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. CCSS.Math.Content.2.NBT.B.7	5 days	Subtract 3-digit numbers with and without regrouping

# Weeks 21-24

Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
21	Operations and Algebraic Thinking	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. CCSS.Math.Content.2.OA.A.1	5 days	Solve 2- and 3-digit subtraction word problems with and without regrouping; one and two-steps
22 & 23	Measurement and Data	Solve word problems involving 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? CCSS.Math.Content.2.MD.C.8	8 days 2 flex days	Identify coins and their values. Solve word problems with only dollars or only cents (no decimals). Identify equivalent coin values (ex. 5 nickels = 1 quarter)
24	Flex Week			

# Weeks 25-28

Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
25 - 28	Measurement and Data	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. CCSS.Math.Content.2.MD.A.1	5 days	Measure objects in inches, feet, centimeters and meters. Choose objects, identify the appropriate measurement tool and unit, then measure the object.
		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. CCSS.Math.Content.2.MD.A.2	3 days	Measure an object using two different units.
		Estimate lengths using units of inches, feet, centimeters, and meters. CCSS.Math.Content.2.MD.A.3	3 days	Make estimates based on benchmark units (ex. look at ruler to see an inch, then estimate the length of an item in inches)
		Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard-length unit. CCSS.Math.Content.2.MD.A.4	3 days	Determine the difference in length between two objects.
		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. CCSS.Math.Content.2.MD.B.5	2 days  4 flex days	Apply the concept of length to solve addition and subtraction word problems within 100 using units of measurement.



# Weeks 29-32

# Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
29	Measurement and Data	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. CCSS.Math.Content.2.MD.D.9	4 days 1 flex day	Represent the length of several objects by making a line plot. Measurements should round to the nearest whole unit.
30	Measurement and Data	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. CCSS.Math.Content.2.MD.D.10	5 days	Collect data, draw and analyze picture and bar graphs with up to 4 categories
31	Geometry	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. CCSS.Math.Content.2.G.A.1	4 days 1 flex day	Identify and draw 2D shapes and their attributes.
32		Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. CCSS.Math.Content.2.G.A.2	5 days	Divide rectangles into equal squares and determine the total number.
	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. CCSS.Math.Content.2.G.A.3	Divide circles and rectangles into 2, 3 or 4 equal shares. Describe using vocabulary terms (halves, thirds...)		

# Weeks 33-36

Dates: \_\_\_\_\_ - \_\_\_\_\_

Week	Domain	Standard(s)	Pacing	Skill(s)
33	Geometry	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. CCSS.Math.Content.2.G.A.1	5 days	Identify attributes of 3D shapes
34	Operations and Algebraic Thinking	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. CCSS.Math.Content.2.OA.C.4	3 days 2 flex days	Draw arrays up to 5 rows/columns and write an equation to represent Intro to multiplication
35	Flex week: review, reteach, assess			
36	Last week of school activities			